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ABSTRACT

For use in any classroom or group setting for young children, this arts curriculum guide provides a total of 112 learning activities equally distributed across the areas of creative movement, drama, music, and visual arts. The activities are correlated with the Learning Accomplishment Profile (LAP), a developmental assessment instrument. Because the activities are meant to be expecially useful in mainstream class settings, each activity includes suggestions for modification in five areas of impairment: hearing, mental, physical, speech, and visual. Concerning correlation with the LAP, four skills are included for each of seven developmental areas; for example, in the section on creative movement there are four activities apiece in gross motor, fine motor, pre-writing, cognitive, language, self-help, and and personal-social areas. Indexes provide a list of LAP skills included in the guide; skills are listed in the LAP's numerical order. Each activity is outlined in terms of title, related skills, needed materials, procedure, suggested modifications, and variations for enrichment activities. (RH)

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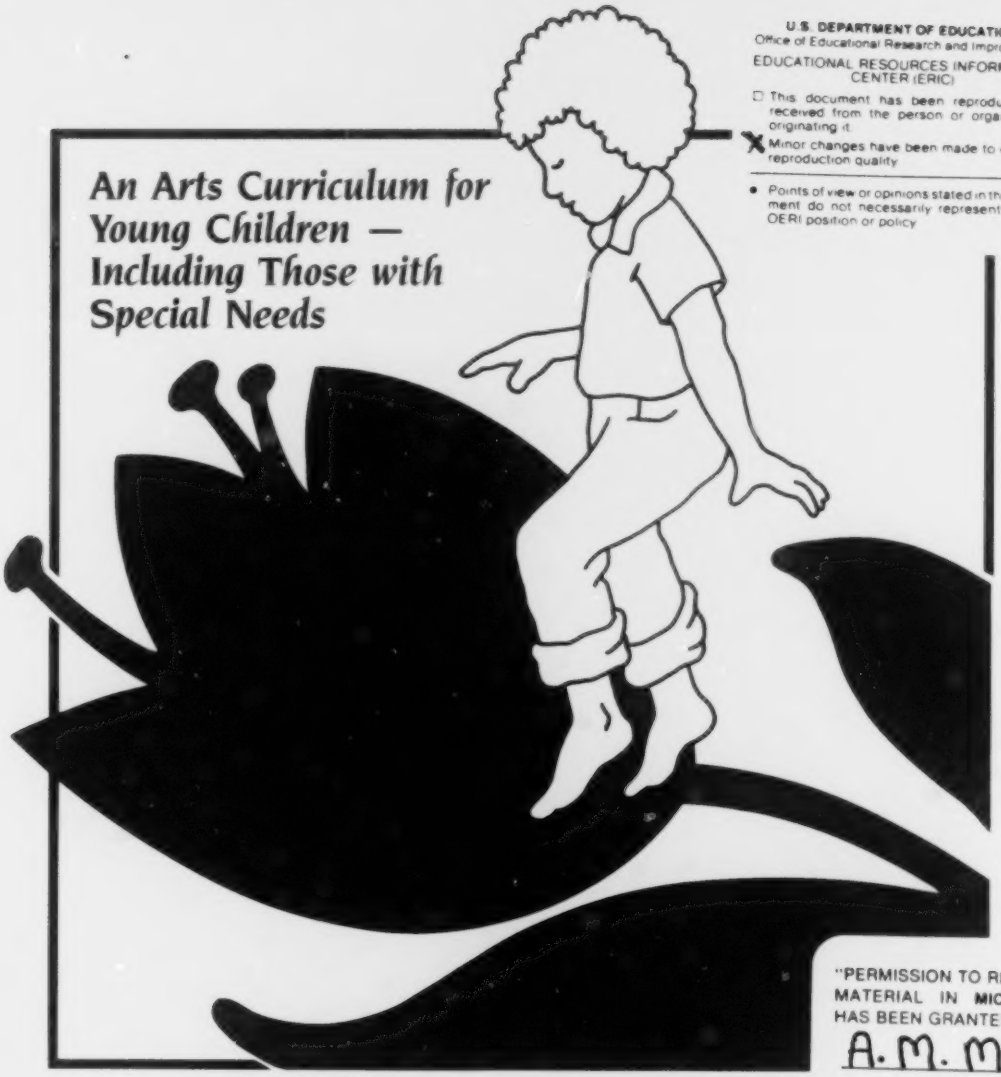

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Creative Experiences

CHAPEL HILL TRAINING • OUTREACH PROJECT

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An Arts Curriculum for Young Children ~ Including Those with Special Needs

Creative Experiences

Written and Edited by

Belinda Broughton

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Chapel Hill Training-Outreach Project

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Introduction

Overview

As educators of young children, we have all experienced the need to present learning experiences in a fun way which will stimulate students to express themselves creatively while simultaneously enhancing skill development. The purpose of this curriculum guide is to provide opportunities through the arts (creative movement, drama, music, visual arts) which will assist teachers in inspiring *all* students to openly express themselves while fostering skill development through its correlation with the *Learning Accomplishment Profile (LAP).*

It is our belief that the arts provide a unique opportunity to accomplish these goals, especially for children with handicapping conditions. Since children with special needs often feel less restricted to participate in the arts than in the more academic areas, it is believed this guide will be especially important in reinforcing a healthy self concept. Ideally, there is no right or wrong way to participate in these activities. There are, instead, many avenues of interpretations which are decided upon by each individual as the actvities emerge.

Feel free to adapt and change these activities to fit the needs of your program. And, most of all — enjoy!

Organization

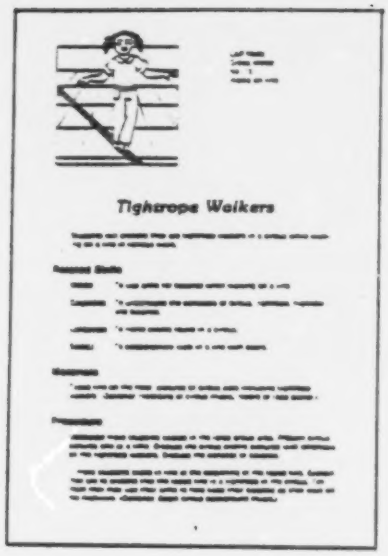
The guide may be used in any classroom or group setting for young children. The ages focused upon in these activities include children functioning in the developmental range of thirty (30) to seventy-two (72) months. However, the activities may be adapted for older or younger children as appropriate.

Because the activities are meant to be especially helpful for mainstream class settings, each activity includes suggestions for modification in five areas of impairment (hearing, mental, physical, speech, visual). The modifications for these areas are not the only adaptation for each activity. They are presented as *suggestions* to help stimulate your thinking in developing adaptations which meet the needs of individual students.

As mentioned earlier, the activities are correlated with the *Learning Accomplishment Profile (LAP).* Four skills are presented in numerical order from each of the seven developmental areas represented under the major headings. For example, in the Creative Movement section, there are four activities for gross motor, fine motor, pre-writing, cognitive, language, self-help, and personal-social. This is a total of twenty-eight (28) activities per section. The activities can be used independent of the LAP in conjunction with other development assessment instruments.

In the back of the book, are indexes which provide a list of those LAP skills included in the guide. The skills are listed in numerical order for each of the seven developmental areas.

The term "group leader" refers to the adult in charge of the activity be it aide, volunteer, or teacher. The following page will explain the format used in presenting activities.



Format

LAP Item:
Developmental Area:
One of the seven LAP areas (gross motor, fine motor, pre-writing, cognitive, language, self-help, personal, social)
Skills:
Number of the LAP Skill
Name of the LAP Skill

Title

A brief description of the activity.

Related Skills

A brief description of a related skill in the areas of motor, cognitive, language, and social development.

Materials

A list of materials needed for the activity.

Procedure

Motivator: The motivator is designed to be the focal point from which to begin the activity. (It sets the stage.)

1. The procedure for the activity is listed step by step.

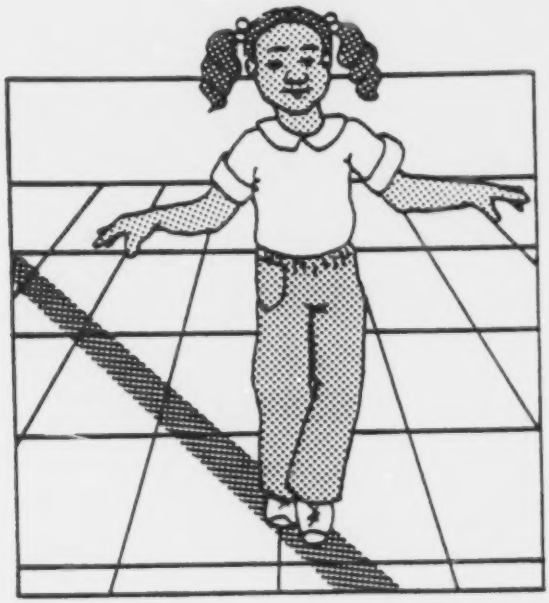
Suggested Modifications

Modifications for five areas of impairment are presented. These are suggestions for each area. There are many other possible adaptations for each handicap. It is our hope that these suggestions will stimulate your thinking to create modifications to meet the needs of individual students.

Enrichment Variations

Additional ways to enhance or change the activity. Or, in many cases, other activities which go along with the skill being taught.

Creative Movement



Creative Movement

Creative movement is the physical expression of a concept or idea. Through body movements, each individual expresses his/her own *unique* interpretation of a concept which increases body awareness and enhances motor development.

Creative movement includes opportunities to strengthen and develop both gross and fine motor skills on many levels. Types of basic movements included are: locomotor movements (walking, running); nonlocomotor movements (bending, stretching); manipulating objects (kicking, throwing); and maneuvering objects (pushing, pulling).

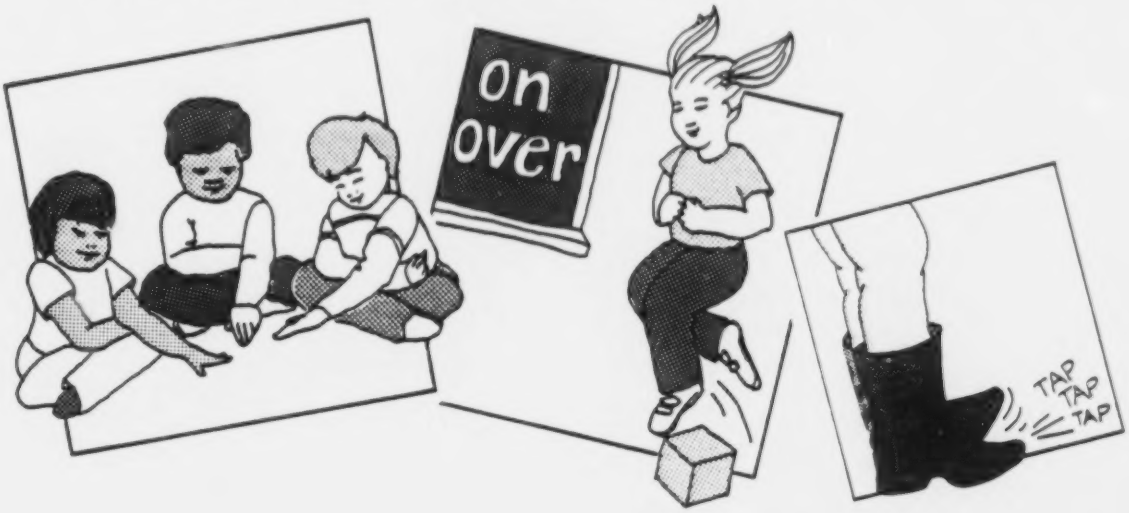
Each participant performs the movement with the quality of energy dictated by his/her internal clock. Although there may be an outside rhythmic device such as music or a drum beat, the participant decides on the amount of muscular force he/she will put forth, sets an acceptable pace to perform the movement, and therefore does the movement according to his/her own natural flow.

Spatial awareness of how the body relates to its environment develops as the participant moves. This includes an awareness of different directions the body can move (backwards, forwards), the levels at which the movements can be done (high, low), and the range in which the movements can be done (small movements, large movements).

Creative movement enables a person to become more familiar with his/her own body. This body awareness increases the participant's knowledge of parts of the body, how they function, and ways the body can be moved to make the desired images.

The group leader can help students express themselves freely by providing a non-judgmental atmosphere and by encouraging their efforts with positive feedback.

Creative movement is an excellent way for students to discover who they are in an environment in which self expression is totally accepted.



Tips for Creative Movement Activities

1. Having enough space is an essential for creative movement activities. Decide on the general spatial boundaries and clearly state them to the class (large rug area, any open spaces except centers, etc.) Then explain individual spatial boundaries. Have two students stand in front of the class near each other. Draw an imaginary circle around each of them. Explain that this circle includes their invisible body space and that everyone has a body space. Tell the students during creative movement activities, they must be careful not to intrude upon any one's body space.

2. Before beginning the activity, allow a few minutes to do a warm-up exercise. Suggestions for warm-up exercises include playing "Simon Says," "Follow the Leader," isometric exercises, or stretching exercises.

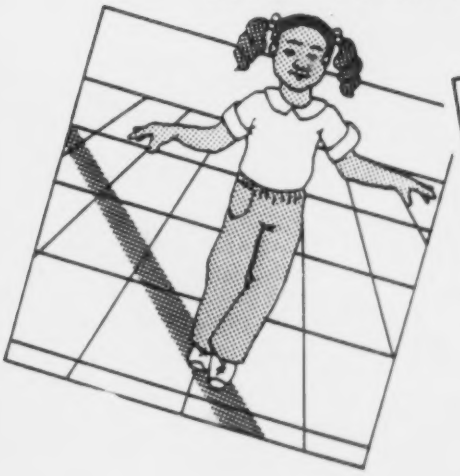
3. Predetermine a cue for stopping and starting. Suggested cues are "freeze," counting down (3-2-1-0), a drum beat, holding up a sign (red light/green light), or turning class lights off and on. Practice the cues several times before beginning the activity to make sure everyone understands.

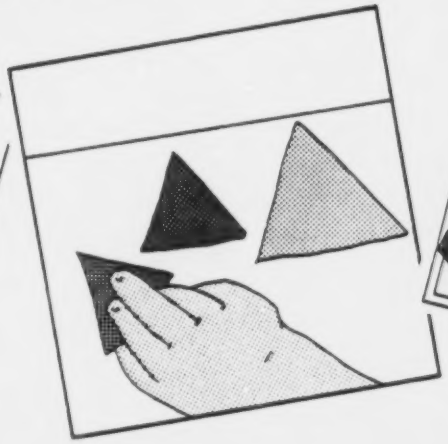
4. Present the activity *concept* and check for understanding. For example, in "Shadow Dancing" the concept is to draw a person with two body parts.

5. Next, present the procedure for doing the creative movement activity. For example, in "Shadow Dancing" one person will move and stop on cue while the partner draws him/her including two body parts.

6. After clearly stating the activity procedures and the idea which is the focal point, begin the movement. Encourage students to be creative and explorative in their interpretations.

7. Provide closure for the activity by winding down with a simple exercise such as melting to a sitting position, lying on the floor with closed eyes and doing a relaxation narrative, or by having students tiptoe quietly to their seats and listen to soft music.





LAP Item:
Gross Motor
No. 13
Walks on line

Tightrope Walkers

Students will pretend they are tightrope walkers in a circus while walking on a line in various ways.

Related Skills

Motor: To use arms for balance when walking on a line.

Cognitive: To understand the concepts of circus, tightrope, high/low, and balance.

Language: To name events found in a circus.

Social: To cooperatively walk in a line with peers.

Materials

Taped line on the floor, pictures of circus acts including tightrope walkers. (Optional: recording of circus music, record or tape player.)

Procedure

Motivator: Have students seated in the large group area. Present circus pictures one at a time. Discuss the circus events pictured with emphasis on the tightrope walkers. Discuss the concept of balance.

1. Have students stand in line at the beginning of the taped line. Explain they are to pretend that the taped line is a tightrope in the circus. Tell them they may use their arms to help keep their balance as they walk on the high-wire. (Optional: Begin circus background music.)

2. Have students start their tightrope walk. Ask them to describe how it feels, what they are doing to keep their balance, what the circus tent is like, etc.

3. After everyone has finished the tightrope walk, have them turn around and walk back across the tightrope.

4. Suggested variations include pretending to walk on thicker or thinner tightropes, walking backwards, walking with large steps, or walking with tiny steps.

Suggested Modifications

Hearing-impaired: Have student seated so he/she can see the circus pictures and lip movements of the group leader during the discussion. Sign the word "rope" as needed.

Mentally-handicapped: Present only one picture of a tightrope walker in a circus. Discuss and demonstrate walking on a line calling the student's attention to placing his/her feet on the line alternately.

Physically-handicapped: For the student who has limited balancing skills, provide a helmet as a safety device.

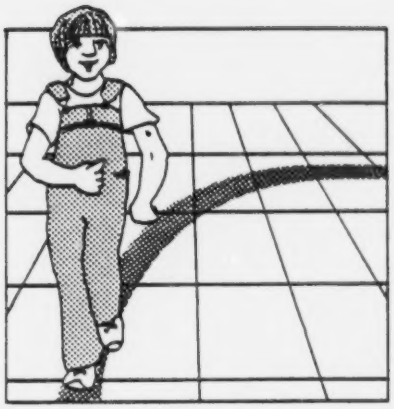
Speech-impaired: Present the /l/ sound, as in line, calling attention to the tongue position.

Visually impaired: Use a wide, rough-surface tape. Call student's attention to the difference in sound when walking on the floor or on the tape.

Enrichment Variations

1. Make circus costumes out of paper bags.

2. Make clown masks out of paper plates and have students pretend they are clown tightrope walkers.



LAP Item:
Gross Motor
No. 23
Walks on circular line

Through the Ages

Students will walk on a circular line in different ways, according to the age they are pretending to be.

Related Skills

Motor: To increase skill in coordinating the entire body to walk on designated path.

Cognitive: To understand the concept of age and associate lower numbers with younger ages and higher numbers with older ages.

Language: To name ages and describe how people might act at each age.

Social: To perform with peers in responding to a specific concept.

Materials

A circular line on the floor, pictures of people of different ages

Procedure

Motivator: Have students seated in the large group area. Have children take turns choosing a picture. Discuss the concept of age and how people act and look at various ages, as depicted in the picture.

1. Have students stand on the circular line with adequate movement space.

2. Tell them they will walk around the circle in different ways, according to the age named.

3. Call out different ages encouraging students to be creative in their interpretations. Suggestions include: you're an 80-year-old person going to a store; you're a 2-year-old learning how to walk in snow boots; you're a 10-year-old with a broken leg; etc.

4. Provide closure by telling the students they are a 15-year-old showing younger students how to walk to the group area.

Suggested Modifications

Hearing-impaired: Give hand signals and repeat game directions, facing student each time a different age is called.

Mentally-handicapped: Streamline activity to include two age categories - old and young. Give repeated suggestions for these two categories only.

Physically-handicapped: Encourage students in wheelchair to use facial expressions to represent the various ages being suggested as they move themselves or are pushed around the circle.

Speech-impaired: Present the /w/ sound, as in walk, calling attention to the lip positions and air flow.

Visually-impaired: Have student remove shoes and socks so he/she can feel circular line.

Enrichment Variations

1. Draw a giant ice cream cone and tape it on the floor. Have students take turns walking the outline of the scoop of ice cream.

2. Have students walk on the circle and put other parts of their bodies inside the circle (arms, hands, right side, left side).

3. Make collages of magazine pictures for different ages of people (babies, children, adults, elderly people).

LAP Item:
Gross Motor
No. 27
Skips on 1 foot (gallops)

Horse Play

Students will pretend they are different types of horses and gallop accordingly.

Related Skills

Motor: To use arms for balancing whole body during galloping.

Cognitive: To understand likenesses and differences of one subject (horses).

Language: To answer questions telling likenesses and differences of horses.

Social: To imitate a student leader in doing a group activity.

Materials

Pictures or models of different types of horses (different sizes, colors, breeds), a large paper bag

Procedure

Motivator: Have students seated in the large group area. Present several models or pictures of different types of horses. Discuss likenesses and differences. Put the pictures or models in a paper bag.

1. Have students stand around the room with adequate movement space.

2. Choose a student to pull a picture or model out of the bag and demonstrate how he/she thinks that horse would gallop (small horses-little gallops, large horses-big gallops, stallions-fast and forceful gallops, Clydesdale horses-heavy gallops, etc.).

3. The rest of the class repeats the type of gallop modeled by the student.

4. Repeat this procedure for each picture or model. Encourage students to make horse sounds and describe places they are galloping to or from.

Suggested Modifications

Hearing-impaired: Have the student feel the throat vibrations of the group leader to help him/her make the neigh-gh-gh sound.

Mentally-handicapped: Concentrate on one gallop style. Demonstrate foot positions and movements sequentially and in steps having students repeat each step after the demonstration. Try the gallop movement all together.

Physically-handicapped: Have an adult assist the student in braces as needed.

Speech-impaired: Encourage students to make horse sounds (neigh-gh-gh) repeatedly and simultaneously with the action.

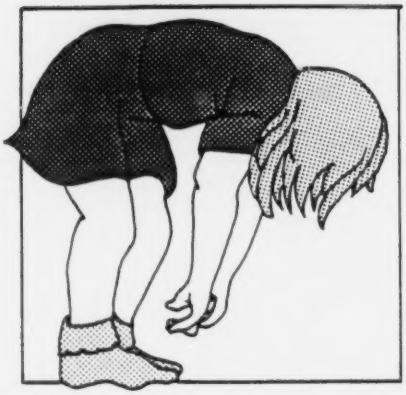
Visually-impaired: Provide a space with tactile boundaries (carpet, taped area) for student to participate independently and safely.

Enrichment Variations

1. Have students suggest other animals and gallop accordingly.

2. Gallop to different speeds of music.

3. Have the students paint or draw pictures of horses and write stories about them.



LAP Item:
Gross Motor
No. 38
Touches toes with both hands

1-2-3 Staple

Students will pretend they are staplers and touch their toes with both hands each time they staple a paper.

Related Skills

Motor: To increase skill in bending at waist on cue.

Cognitive: To count by rote to three.

Language: To tell the use of stapler.

Social: To participate in simple group activity independently.

Materials

Stapler, several sheets of paper, drum

Procedure

Motivator: Have students seated in large group area. Present a stapler and some paper. Ask the students what a stapler does (holds paper together). Have several students take turns demonstrating how the stapler is used.

1. Have students stand in the large group area with adequate movement space.

2. Tell the students they are going to pretend they are staplers. Whenever they need to staple papers, they will touch their toes with both hands. Have students practice touching their toes with both hands a few times. Suggest a sound they can make each time they staple (clicking tongues).

3. Beat the drum four times. Tell students to walk in place on the first three beats and "staple" the papers on beat number four. Start the activity slowly and get progressively faster. The activity could also be done with students moving in a circle or on a line.

Suggested Modifications

Hearing-impaired: Hold up picture cue with 1, 2, 3 and a stapler as needed during activity.

Mentally-handicapped: Demonstrate how the stapler works one on one. Have student use stapler several times to gain an understanding of its use.

Physically-handicapped: Have the student in a wheelchair act out stapling by raising arms and bringing them down to his/her lap as appropriate.

Speech-impaired: Encourage the student to make a clicking sound with his/her tongue each time the stapler is stapling paper.

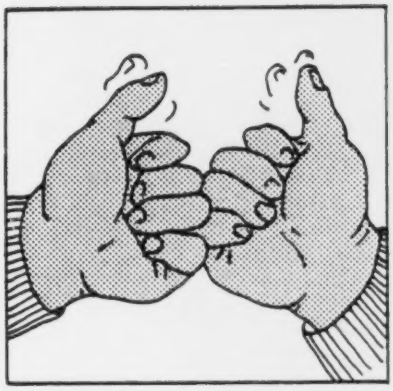
Visually-impaired: Have student hold stapler and staples. Open stapler and have student feel where they go. Help the student feel where the paper goes and teach him/her how to use the stapler. When beginning the activity, assist the student in knowing how to touch his/her toes with both hands. Provide a carpet square for the student to stand on during the activity.

Enrichment Variations

1. Have students pretend they are other machines such as hole punchers.

2. Have students pretend they are staplers on an assembly line. Point to each student when it is his/her turn to staple.

3. Make books in art and staple them together.



LAP Item:
Fine Motor
No. 12
Closes fist and wiggles thumb right and left

Puppets

Students will begin moving their bodies with one thumb and continue adding on body part movements as directed until their entire body is moving.

Related Skills

Motor: To increase skill in moving all body parts at the same time.

Cognitive: To increase skill in locating different body parts.

Language: To increase skill in following several left and right double directions simultaneously.

Social: To participate in following rules of a game.

Materials

None

Procedure

Motivator: Have students standing in large group area with adequate movement space. Tell them they are going to pretend to be puppets and you are the puppeteer. Practice general moving and stopping on the cue of "freeze" several times.

1. Tell students it is important for them to listen carefully. Start the activity with closed fists. Tell them to wiggle the right thumb. Now add the left thumb. Now add all of the fingers. Now the entire hand and wrist.

2. Continue adding body part movements until the whole body is moving. Incorporate the idea of puppets as much as possible.

3. Say "freeze." Repeat in different progressions.

Suggested Modifications

Hearing-impaired: Show the student a marionette puppet. Verbally describe and demonstrate how the strings make the puppet move. Practice pretend puppet movements with student. Raise a hand as visual cue for "freeze."

Mentally-handicapped: Show the student a marionette puppet and demonstrate the idea of strings controlling body parts. Limit number of body parts to hands and one or two other movements.

Physically-handicapped: Limit movement to 1-3 body parts according to capability of student with focus on thumbs.

Speech-impaired: Model the */th/* sound, as in thumb. Call attention to the tongue placement between the teeth.

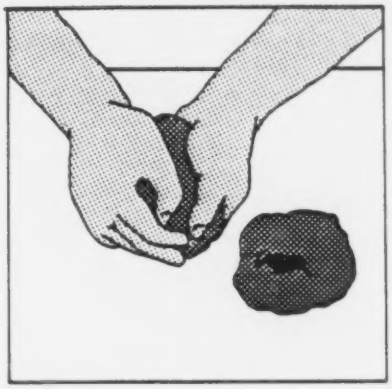
Visually-impaired: Have the student feel a marionette puppet. Demonstrate by touch how the strings make the puppet move. Have student feel a closed fist with thumbs apart. Have him/her do the same with his/her hand. Streamline the activity to a few movements.

Enrichment Variations

1. Have students pretend they are different types of puppets (animals, clowns, dolls).

2. Do at different speeds.

3. Play music softly to set a rhythm and mood of movement.



LAP Item:
Fine Motor
No. 22
Makes ball out of clay

People Sculptures

Students will work in pairs. One student will be the sculptor and create a round object out of the other student. Students will then make balls out of clay.

Related Skills

Motor: To increase student's ability to tighten muscles in a specific position and hold for few minutes.

Cognitive: To understand the concept of roundness.

Language: To verbalize characteristics of roundness.

Social: To increase ability to work cooperatively in pairs.

Materials

Assorted round objects such as balls, oranges, or marbles
Clay or playdough for each student

Procedure

Motivator: Have students seated in the large group area. Show students various marbles, balls, and other round objects. Discuss likenesses and differences. Name and make lists of round objects.

1. Divide students into pairs and place around the room.

2. Have one student in each pair pretend to be the sculptor and the other pretend to be the clay.

3. Have the "sculptor" make the "clay" into a round ball by folding in legs, arms, head, etc. Call "freeze."

4. Switch roles of the sculptor and clay and repeat activity.

5. Have students seated at tables and give each student a lump of clay or playdough.

6. Have students make clay or playdough into balls (one ball, balls of different sizes).

Suggested Modifications

Hearing-impaired: Use classroom lights to signal when the activity starts and stops.

Mentally-handicapped: Give specific instructions to students about making partner into a ball (tuck head into lap, place arms overhead, tuck in legs toward head).

Physically-handicapped: Use equipment such as a three-sided chair to support the student when making him/her into a ball.

Speech-impaired: Model the /*b*/ sound, as in ball. Use a mirror to give immediate feedback on lip positions.

Visually-impaired: Have student feel different round objects. Have student feel partner in round ball position and then sculpture partner into that position again.

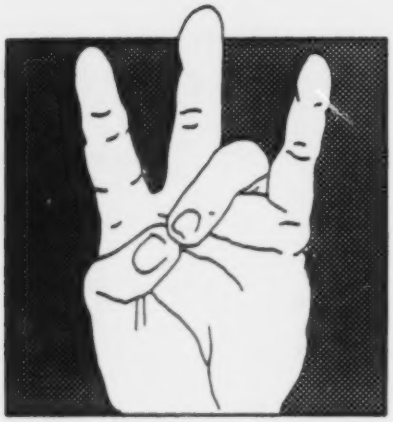
Enrichment Variations

1. Make clay balls according to specific directions - small, medium, large, in pairs, graduated sizes.

2. Try making bodies into different size balls.

3. Make specific round items such as foods or animals.

4. Make an animal out of different sizes of clay balls.



LAP Item:
Fine Motor
No. 25
Spreads fingers on hand and brings thumb into opposition with each finger in turn

Flower Garden

Students will recite poem and do movements with fingers and whole body.

Related Skills

Motor: To increase coordination of moving body in two contrasting ways.

Cognitive: To understand concepts of hand (how many fingers, names of fingers, how they move).

Language: To increase skill in saying words of a poem.

Social: To participate with peers in a group activity.

Materials

None

Procedure

Motivator: Have students seated in the large group area. Have students hold up one hand at a time. Discuss how many fingers are on a hand, names of fingers, how they move, and different sizes of fingers.

1. Have students stand with adequate movement space.

2. Teach the poem one line at a time without finger movements. Students can sway back and forth, tap feet, clap hands, or some other general rhythmic movement while learning the poem.

3. Have students hold up hands with fingers spread apart. Tell them their thumbs are going to tell the poem and the fingers are the flowers. The rest of their body is the wind blowing the flowers back and forth.

Poem:
Mary Mary quite contrary how does your garden grow?
(thumbs talking to each other)

With bluebells
(thumb touching pinky)

And cockleshells
(thumb touch ringer)

And pretty maids all in a row
(thumb touches other fingers and hold up hand with fingers spread apart)

Suggested Modifications

Hearing-impaired: Have pictures as visual cue for poem. Make sure the student can see the group leader for movement cues.

Mentally-handicapped: Group leader can say poem and have students do movements at first. Have students learn lines of the poem, one at a time, over an extended period of time.

Physically-handicapped: Have students with limited finger movements do only one thumb to finger exercise during the poem.

Speech-impaired: Have students with limited verbal skills say only beginning sounds of key words in the poem or just a few of the words.

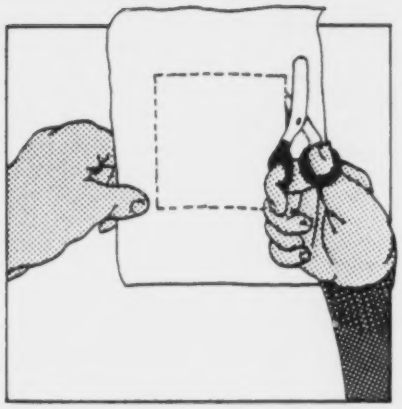
Visually-impaired: Have student place his/her hands over another child or adult while finger play is being done so he/she can understand the process. Then assist the student to do the poem by himself/herself.

Enrichment Variations

1. Paint or draw pictures about the poem.

2. Draw faces on each finger. Let child pretend to be the face on the thumb and have each person (other fingers) give the thumb a kiss.

3. Put lipstick or charcoal on the thumb and touch each fingertip with the thumb to make a dot on the other fingers.



LAP Item:
Fine Motor
No. 36
Cuts square with scissors

Be A Square

Four students in a group of five students will make differerent size "squares" with their bodies while the fifth student pretends to cut out the "square" with scissors. Afterwards, the students will be given a sheet of paper with different size squares to cut out.

Related Skills

Motor: To increase skill in whole body directed movements.

Cognitive: To learn name and concept of square.

Language: To express self in working with others.

Social: To increase skill in working in small groups.

Materials

Scissors, 8½" x 11" paper with pre-drawn squares of different sizes, pictures of different size squares, red and green circles to represent red and green lights

Procedure

Motivator: Have students seated in large group area. Show students pictures of different size squares. Discuss characteristics of square (four sides, all equal sides, four equal corners).

1. Divide students into groups of five. Appoint one student in each group to be the scissors.

2. Show green light as cue for other four students to make a "square." (Remind of four equal sides.)

3. Show red light as a cue for students to freeze as a "square."

4. Fifth person cuts out the "square." Remind cutter of corners and straight sides.

5. Appoint new person in each group to be the scissors.

6. Repeat activity suggesting different sizes of squares.

7. Have students go to their tables. Give out paper with pre-drawn (different sizes) squares on them and scissors. Have students practice cutting out squares.

Suggested Modifications

Hearing-impaired: Repeat hand signal and word for square, facing student. Make sure the student can see the red and green light cues.

Mentally-handicapped: Demonstrate activity for students before they are on their own. Limit number of squares on paper to one or two squares.

Physically-handicapped: Have students with limited movement skills be in charge of the red and green light signs. Use double grip scissors for adult assistance when cutting the squares.

Speech-impaired: Model the word square, emphasizing /s/ production. For example, making the /s/ sound as the squares are cut.

Visually-impaired: Provide several different sized squares (attribute blocks). Have student feel the shapes and verbalize definitions. Outline squares on paper with glue so the student can feel the ridge when cutting it out.

Enrichment Variations

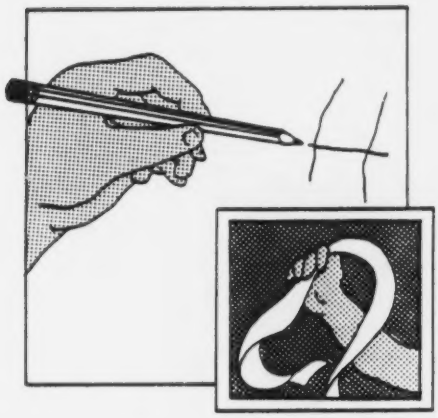
1. Make "square" robots with construction paper squares of various sizes.

2. Do other shapes.

3. Cut out pictures in magazines of square objects.

4. Cut squares out of material and sew together as a quilt.

5. Have students pretend they are square robots and do different "square" movements.



LAP Item:
Pre-Writing
No. 10
Imitate H stroke

Hoppy H

Students will imitate H stroke with streamers in different positions as music is played. Afterwards, students will practice making H's around their self-portrait.

Related Skills

Motor: To increase skill in grasping an object and moving it around oneself without dropping it.

Cognitive: To understand concepts of over/under, above/below, top/bottom, front/back, side, and right/left.

Language: To increase skill in verbalizing suggestions for group activities.

Social: To participate in group activity.

Materials

Record or tape, record or tape player, crepe paper streamer (24" long, one for each student), large card depicting capital "H," crayons, 18" x 24" drawing paper, large picture of "Hoppy H"

Procedure

Motivator: Have children seated in large group area. Show students the picture of "Hoppy H." Explain that "Hoppy" is always hopping around making H's because he feels so good. Model H strokes on regular H card. Have students use their fingers like "Hoppy H" to make H's in the air, on the floor, and on different body parts (using correct strokes).

1. Have students stand with adequate movement space.

2. Give each student one crepe streamer.

3. Play music and lead students in making "Happy H's" around their bodies. Use as many directional and positional words as possible -over/under, above/below, right/left, back/front, near/far, top/bottom, around, between, and side. Identify as many body parts as possible, encouraging students to give suggestions.

4. Afterwards, have students seated at tables. Give each student a piece of drawing paper and crayons. Model making an H on the board.

5. Have students draw a self-portrait in the middle of the paper. Then have students draw H's around self-portrait. (Students can make H's at random or be given specific directions.)

Suggested Modifications

Hearing-impaired: Have students stand facing the group leader. Point to different positions as suggestions are verbalized.

Mentally-handicapped: Play slow music. Limit the number of positions to 3 or 4 and repeat those often (top/bottom, side, back/front). Give paper with pre-drawn person and have students make H's only.

Physically-handicapped: Shorten streamer to a few inches for students with limited movement.

Speech-impaired: Encourage students to practice */h/* sound. Call attention to open mouth position and air flow.

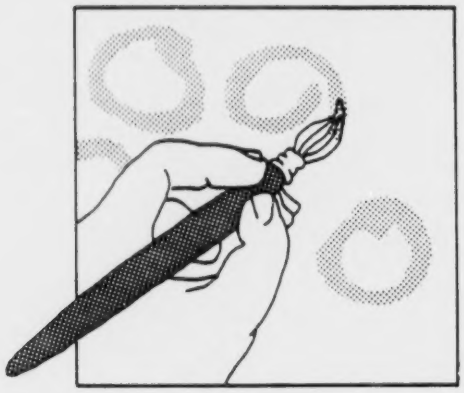
Visually-impaired: Have student feel models of the letter H, help student trace a sandpaper H with his/her hand and make an *H* inside the student's hand. Give the student lots of space and assist him/her in making H's with streamers. Have H's written in glue on paper. Student can put a circle around each one.

Enrichment Variations

1. Do in partners with one person making H's around the other.

2. Make H stroke in sand or mud.

3. Glue crepe paper pieces on 18" x 24" construction paper to make Hoppy H pictures.



LAP Item:
Pre-Writing
No. 21
Holds paintbrush with thumb and fingers instead of fist

Be A Paintbrush

Students will pretend they are paintbrushes and imitate circular movements with their bodies. They will then paint circles with the correct grasp.

Related Skills

Motor: To increase ability to move head in circular motions.

Cognitive: To understand the concept of a circle.

Language: To name the shape circle.

Social: To participate in imaginary activity with peers.

Materials

18" x 24" drawing paper, assorted colors or paint, and brushes

Procedure

Motivator: Have students seated in large group area. Show models of several different sizes of circles and discuss characteristics (uncurved line, one continuous line).

1. Have students stand with adequate movement space.

2. Tell students to pretend they are a paintbrush with their head as the tip of the brush.

3. Have the students move their "paintbrush" in different size circles and in various positions. Ask students for suggestions. Contrast "paintbrush" body making circles with correct movements and out of control movements.

4. Have students seated at tables. Give each student paper, paintbrushes, and one color paint.

5. Demonstrate thumb and finger grasp and have students practice a few times.

6. Have students make circles with paint. Remind them how their bodies felt when performing circles with correct grasp or out of control grasp. Compare holding and using real paintbrush.

Suggested Modifications

Hearing-impaired: Place a partially hearing-impaired student near speakers so he/she can hear the music more clearly.

Mentally-handicapped: Use slower music. Put a foam rubber curler around the paintbrush to assist his/her grasp.

Physically-handicapped: Have the student in braces stand near bars for added support.

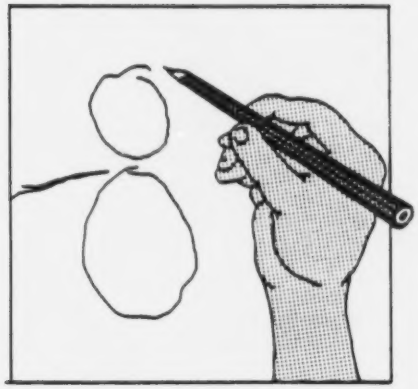
Speech-impaired: Model the */p/* sound for the student in front of a mirror.

Visually-impaired: Have the student feel circle models. Provide the student with paper that has pre-drawn circles out of glue.

Enrichment Variations

1. Do activity using other shapes, letters, or numbers.

2. Do with other writing tools (pencils, markers, chalk).



LAP Item:
Pre-Writing
No. 23
Draws person with 2 body parts

Shadow Dancing

Students will work in pairs. One student will shadow dance until the music stops. His/her partner will then draw him/her. Switch places and repeat.

Related Skills

Motor: To increase skill in general body movements.

Cognitive: To understand the concept of shadow.

Language: To increase skill in naming body parts.

Social: To cooperatively participate in working in pairs.

Materials

Overhead projector, empty wall space, white paper on wall for background, black crayons, 18" x 24" drawing paper, records or tapes, and record or tape player

Procedure

Motivator: Have students seated in the large group area. Ask the students what a shadow is. Tell them you are going to let them make shadows. Turn off classroom lights and turn on the overhead projector. Demonstrate that a shadow is the blocking of light. Let some students make shadows. Look for shadows around the room.

1. Have students get into pairs.

2. Place one student in an area to create shadow and give the other a black crayon and paper.

3. Start the music. When the music stops, the "shadow dancer" will freeze and the drawer will make his/her picture.

4. Have the partners switch places and repeat procedure.

5. Display shadow dancers.

Suggested Modifications

Hearing-impaired: Turn lights off and on as cues for stopping and starting the activity.

Mentally-handicapped: Have torso and head pre-drawn. Encourage student to draw arms, legs, feet and hands.

Physically-handicapped: Make sure the student is positioned in front of the light so the drawer can visibly detect his/her movement (even if it is fingers, head, or arm movements only).

Speech-impaired: Model the */sh/* sound, as in shadow, with specific attention to the position of the teeth and lips.

Visually-impaired: Have shadow dancer stop 2 or 3 times during the movement section so the student can feel the various positioning of his/her body. Make shadow dancer out of clay.

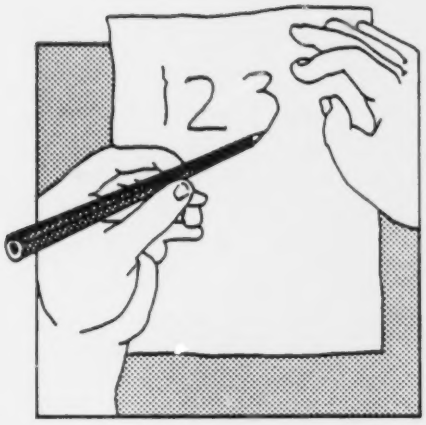
Enrichment Variations

1. Increase the number of students dancing at one time.

2. Have students color and cut out shadows. Paste them on white paper.

3. Learn the song, "Me and My Shadow."

4. Play games such as "Potato Head" or "Cootie" to learn body parts.



LAP Item:
Pre-Writing
No. 33
Writes numbers 1-9

One, Two, Buckle My Shoe

Students will make numbers 1-9 with their bodies while reciting the poem. Afterwards, they will practice writing numbers 1-9.

Related Skills

Motor: To develop coordination of whole body movements in desired position.

Cognitive: To increase skill in counting to nine.

Language: To increase skill in saying words of a poem.

Social: To participate independently in a game.

Materials

Pencils or crayons, 8½" x 11" paper, large cards of numbers 1-9

Procedure

Motivator: Have students seated in large group area. Present numbers 1-9 on individual cards in mixed order and have students say the name of each number. Let students help put the numbers in sequential order.

1. Have students stand with adequate movement space.

2. Teach poem, one line at a time.

Poem:
One, two buckle my shoe
Three, four shut the door
Five, six pick up sticks
Seven, eight lay them straight
Nine, ten do it again.
(Students can hold fingers up to represent sets, clap, act out words of the poem, etc.)

3. Have students lay on the floor and make numbers 1-9 with their bodies as they recite poem.

4. Have students go to tables.

5. Give students pencils or crayons and paper. Have students practice writing numbers 1-9 either in sequence or at random.

Suggested Modifications

Hearing-impaired: Have pictures (including numbers) as a visual cue. Repeat words and hand signals for numbers facing student.

Mentally-handicapped: Break lesson down. Learn two numbers per lesson. Then put entire poem together.

Physically-handicapped: Have student make numbers with his/her hands only.

Speech-impaired: Concentrate on the movements at first, with the group leader narrating the poem. Have student learn the poem a little at a time as comfortable.

Visually-impaired: Have models of numbers for students to feel. Assist with movements as needed.

Enrichment Variations

1. Make number "people" out of construction paper. Display in sequence.

2. Appoint individual students to be each number while rest of class says poem.

3. Make picture version of poem for mural.

LAP Item:
Cognitive
No. 29
Discriminates verbal absurdities by answering questions

True or False

Students will take turns pretending to be an animal or object while the group leader asks questions about it.

Related Skills

Motor: To coordinate large muscle groups to move like an animal or object.

Cognitive: To distinguish the absurd from the factual.

Language: To name an animal or object.

Social: To attend to a variety of questions in a group setting and respond appropriately.

Materials

None

Procedure

Motivator: Have students seated in the large group area. Discuss the definition of TRUE and FALSE. Ask the students to identify statements as TRUE or FALSE. Use obvious example related to weather conditions, clothing students are wearing, or objects in the classroom.

1. Have students stand with adequate movement space.

2. Have one student name an animal or object.

3. Other students will interpret the animal or object with their bodies (swim for a fish, squat for a chair).

4. Group leader asks a factual or absurd question about the animal or object. (Can a fish wink? Can a chair move by itself?)

5. Have the students tell whether the question is TRUE or FALSE by a designated signal such as snapping fingers for false and clapping hands for true.

6. Repeat until each student has had a chance to name an animal or object.

Suggested Modifications

Hearing-impaired: Have students select animals and objects from a set of pictures and present to class. Make certain the deaf student can see the picture selected.

Mentally-handicapped: Use a smaller set of animals and objects (2-3) for the students to imitate. Repeat activity with the same animals or objects.

Physically-handicapped: Have students with limited movement do the imitations with the parts of their bodies easiest to manipulate.

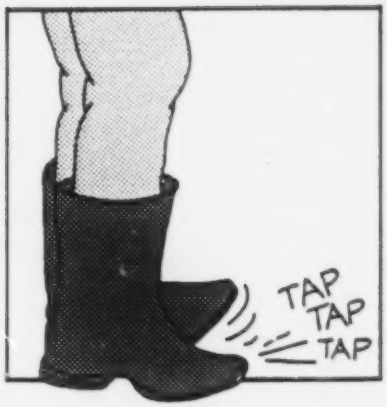
Speech-impaired: Model the sounds the animals or objects make and have students participate in making these sounds as appropriate.

Visually-impaired: Have students select three-dimensional animals and objects to use in the pretend game.

Enrichment Variations

1. Write a sample story incorporating some of the facts and absurdities identified during TRUE and FALSE.

2. Have children create silly pictures of verbal absurdities.



LAP Item:
Cognitive
No. 44
Imitates tapping pattern

Rhythm Time

Students will follow the group leader in imitating a tapping pattern with their body while pretending to be a percussion instrument.

Related Skills

Motor: To manipulate body movements the requested number of times.

Cognitive: To match a designated pattern.

Language: To tell the definition of a percussion instrument.

Social: To both participate in activities led by adults or students and be a group leader as appropriate.

Materials

An assortment of percussion instruments such as drums, triangles, or sandblocks

Procedure

Motivator: Have students seated in the large group area. Present an assortment of percussion instruments. Discuss the definition of percussion instruments. (They are instruments which are struck to make a sound.) Have the students help demonstrate how each instrument is used. Make patterns of sounds that the other students can imitate.

1. Have students stand with adequate movement space. Tell the students they are going to pretend to be various percussion instruments.

2. Choose a student leader and have him/her play a tapping pattern on a percussion instrument.

3. Have the other students pretend to be that instrument and imitate the tapping pattern with whatever body movements they choose.

4. Repeat until all students have had a turn playing the group leader. Encourage students to be independently creative in imitating the patterns.

Suggested Modifications

Hearing-impaired: For the student with residual hearing capabilities, provide an amplifying system to project the percussion sounds.

Mentally-handicapped: Repeat the same pattern with the various instruments.

Physically-handicapped: Encourage the student to perform the patterns with the body parts which he/she can easily control.

Speech-impaired: Model tapping patterns with the tongue and mouth to help the student with articulation difficulties increase his/her skill.

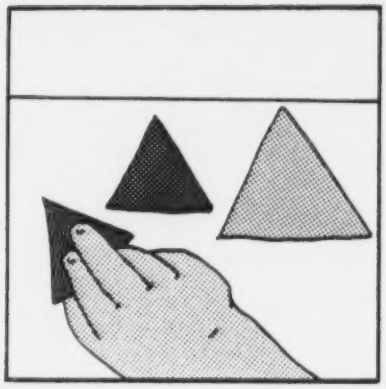
Visually-impaired: Provide a boundary guide, such as a carpet square, on which the student can stand or move so he/she can participate independently.

Enrichment Variations

1. Create a sequence of tapping patterns that go with a particular piece of music.

2. Use other instruments for the activity.

3. Make percussion instruments such as drums or paper plate tambourines.



LAP Item:
Cognitive
No. 63
Arranges shapes in order from smallest to largest

Shape Around the Maypole

Students carrying different sized shapes will move around the maypole while the music plays and line up from the smallest shape to the largest shape when the music stops.

Related Skills

Motor: To move the body in a circle around a given object.

Cognitive: To recognize three sizes of a particular shape.

Language: To learn the words small, medium, and large.

Social: To participate appropriately in a game by developing spatial awareness of peers' needs.

Materials

Dowel nailed upright onto a heavy body with three different colored ribbons attached at the top by a nail. Each ribbon has a different sized shape attached to the end of it, a small, medium, or large shape for each student cut from tagboard

Procedure

Motivator: Have students seated in large group area. Present small, medium and large shapes. Have students help sort them according to size, repeating the terms "small, medium and large" frequently.

1. Teach the maypole song to the tune of "Here We Go 'Round the Mulberry Bush:"

> *"Here we go 'round the shape maypole,*
> *The shape maypole, the shape maypole.*
> *Here we go 'round the shape maypole,*
> *To find the shapes from small to large."*

2. Present maypole and have three students hold the shapes attached to the maypole.

3. Give each of the other students one tagboard shape and make a large circle around the maypole with the three students.

4. Have everyone sing "Here We Go 'Round the Shape Maypole."

5. While singing the song, the students go around the maypole holding the shapes up. Encourage the students to use a variety of movements to go around the maypole such as on their tip toes, backwards, hopping, like an elephant, like a fish, etc.

6. When the music stops, the three students holding the maypole ribbons line up from the smallest to largest shape.

7. The rest of the students will line up behind the student with the appropriate sized shape.

8. Have students exchange shapes and repeat.

Suggested Modifications

Hearing-impaired: Use visual signals such as a green and red sign to indicate the beginning and end of the song each time.

Mentally-handicapped: Use only small and large shapes at first. Add other sizes of shapes as the previous size is mastered.

Physically-handicapped: Provide the student in a wheelchair a partner to help him/her move around the maypole.

Speech-impaired: Model the words small, medium, and large emphasizing the beginning sounds.

Visually-impaired: Use three-dimensional models for the student to identify from small to large. Prompt student into correct place as needed.

Enrichment Variations

1. Use four or more different sized shapes on the maypole and in the activity.

2. Have the students make small shape maypoles in art out of small dowel rods, glue, and ribbons.

LAP Item:
Cognitive
No. 82
Tells time on the hour

Clara Clock

The students will pretend to be Clara Clock and show designated times with tagboard arrows on their arms.

Related Skills

Motor: To increase muscle coordination using the fingers and hands.

Cognitive: To recognize the clock hand positions in indicating time on the hour.

Language: To identify, by name, objects which are long and short.

Social: To follow a complex activity within a group.

Materials

Poster board or tagboard cut into clock hands (a long arrow and a short arrow for each student), elastic ¼" wide, stapler, glue and glitter

Procedure

Motivator: At the art tables, have each student decorate a long hand and a short hand with glue and glitter (or other available materials). Have students staple two pieces of elastic on the arrow (one on the point and one on the other end). Discuss "long" hand and "short" hand. Relate long and short hands to telling time on the hour.

Say a little poem:

"To tell time on the hour'
Long hand points to 12.
To tell time on the hour,
Short hand points to o'clock."

Practice movements with arrows while saying poem.

1. Have students stand with adequate movement space.

2. Put a long hand and a short hand on each student.

3. Tell students that they are Clara Clock and must show the time that Clara Clock says.

4. Say, "Clara Clock says 'six o'clock,'" and model six o'clock with a student, who faces the same direction as the children.

5. Say the poem as you check that each student has made the correct time.

6. Repeat for other times on the hour.

Suggested Modifications

Hearing-impaired: Use a large clock face to model time requested.

Mentally-handicapped: Work on familiar times and associate to routine activity such as bed time (8 o'clock), lunch time (12 o'clock), or time to go home (3 o'clock).

Physically-handicapped: Adapt clock hands to body parts student can move or help the student move appropriately.

Speech-impaired: Model the */u/* sound, calling attention to the lip position and air flow.

Visually-impaired: Have children feel a clock face to understand how to model time. Practice familiar times.

Enrichment Variations

1. Work on half hours.

2. Make clock puppets out of paper bags.

LAP Item:
Language
No. 20
Says or sings words to nursery rhyme or song

Mary Had A Little Lamb

Students will say poem and coordinate the movement of specific body parts with it.

Related Skills

Motor: To move all parts of body on cue.

Cognitive: To increase auditory memory skills.

Language: To increase skill in saying a poem with a group.

Social: To participate in acting-out a poem with peers.

Materials

None

Procedure

Motivator: Have students seated in the large group area. Say the poem, "Mary Had a Little Lamb" and show pictures to illustrate words. Teach poem to students one line at a time using pictures as cues.

1. Have students stand with adequate movement space.

2. Teach the poem, "Mary Had a Little Lamb" to the students.

3. Add the following movements, as stated, to the poem:

MARY drop head to the right	HAD A drop head to the left	LITTLE roll right shoulder	LAMB ITS roll left shoulder
FLEECE WAS bump right hip	WHITE AS bump left knee	SNOW pivot right knee	(PAUSE) AND pivot left hip
EVERY touch toes	WHERE THAT touch toes	MARY reach with right hand	WENT THAT reach with left hand
LAMB WAS jump	SURE TO jump	GO jump	

Suggested Modifications

Hearing-impaired: Provide picture cues throughout poem to assist student as needed.

Mentally-handicapped: Learn part of poem and limit the number of body movements included.

Physically-handicapped: Limit the number of movements according to the physical capabilities of each student.

Speech-impaired: Have a student with limited verbal capabilities say key words of poem, such as little and lamb, using a mirror.

Visually-impaired: Streamline number of body movements and give verbal explanation of upcoming movement at the beginning of each line until student has memorized them.

Enrichment Variations

1. Sing poem to a familiar tune and add rhythm instruments.

2. Do poem different ways (slow, fast, backwards, eyes closed, etc.).

3. Make a "working together" mural of the poem in sequence.

LAP Item:
Language
No. 34
Uses prepositions

Johnny Jump Over

Students will play a game in which they will jump over, sit beside, jump in front of, or jump behind cubes.

Related Skills

Motor: To develop orientation of the body in relationship to another object.

Cognitive: To understand and use prepositional relationships, such as under, over, beside, etc.

Language: To follow one-step directions.

Social: To respond appropriately in a game situation.

Materials

A cube for each student (could be made out of milk cartons).

Procedure

Motivator: Have students seated in large group area. Discuss the position of objects and students in relationship to each other. Demonstrate prepositional concepts (over, under, etc.) during this discussion. Explain the rules of "Johnny Jump Over." If the group leader says, "Johnny says 'Jump over,'" they should follow the instruction. If the "Jump over" instruction is given without the statement "Johnny says," the students should not follow the group leader.

1. Have students hold their cubes and stand with adequate movement space.

2. Give directions that contain various prepositional relationships, such as: "Johnny says, 'Jump over the cube;'" "Johnny says, 'Put the cube behind you;'" "Sit beside the cube;'" etc.

3. The students should perform only the actions which "Johnny says" to do.

4. Repeat until the students are able to use the prepositional relationships appropriately.

Suggested Modifications

Hearing-impaired: Provide picture cue cards which depict the prepositional concepts used in the game.

Mentally-handicapped: Limit the types of prepositional relationships to two or three.

Physically-handicapped: Give student an assistant to help him/her perform the command.

Speech-impaired: Using a mirror and a small cube, practice various articulation patterns facing mirror and moving cube to reinforce prepositional concepts.

Visually-impaired: Say the directions very clearly, emphasizing the preposition, and model the required movement using the student's hand and the cube.

Enrichment Variations

1. Use two or more cubes of different colors for each student and relate the directions to a particular color cube, such as "Johnny says, 'Jump over the red cube.'"

2. Have students use various art supplies (glitter, markers, etc.) to decorate their cubes.

LAP Item:
Language
No. 43
Points to 8 body parts

This Way Valerie

Students will play song-game and identify various body parts.

Related Skills

Motor: To increase muscle coordination of different body parts.

Cognitive: To increase skill in body parts.

Language: To follow directions of game appropriately.

Social: To increase skill in leadership and performing for the group.

Materials

Felt board, felt body parts to make a person (at least 8 parts)

Procedure

Motivator: Have students seated in the large group area. Present flannel board with body parts of a person spread around the felt board. Have students help put the person together, identifying body parts as the activity is done.

1. Have students stand with adequate movement space.

2. Teach the song, "This Way Valerie," one line at a time. Have students clap hands or do another general rhythm body movement as they learn the song.

3. Choose one student as the leader and have him/her come to the front of room. Have him/her do a specific movement and say the name of the body part used. Everyone sings the song substituting words to fit child's name and does the movement with the child leader. Everyone points to the body part used in the movement at the end of each verse. Repeat song.

Song:	**Example of game:**
This way Valerie	Pam wiggles her thumb
This way Valerie	Pam wiggles her thumb
This way Valerie	Pam wiggles her thumb
All Day Long	All Day Long

Suggested Modifications

Hearing-impaired: Sing the song in a steady rhythm and have student beat drum on the beat.

Mentally-handicapped: Have student do movements while the rest of class sings the song.

Physically-handicapped: Limit body parts used in the song to those the student can move.

Speech-impaired: Sing the song slowly, stressing the first sound in each word.

Visually-impaired: Give student a defined area (rug, taped path) on which to do his/her movements. Provide verbal cues as to explain the body parts being used.

Enrichment Variations

1. Make pictures of the felt board person by cutting out different shapes from wallpaper and/or construction paper and pasting them on a background.

2. Make a person out of clay.

3. Sing the song, "Put Your Finger in the Air," to learn body parts.

4. Sing the song, "Head Shoulders, Knees, and Toes Baby," to learn body parts.

LAP Item:
Language
No. 54
Follow right and left double directions

Marionettes

Students will take turns being a marionette which is manipulated by the teacher. The other students will follow the instructions of the teacher and imitate the movements of the marionette.

Related Skills

Motor: To respond to verbal instructions with the requested body movement.

Cognitive: To identify right, left, and major body parts.

Language: To respond appropriately to double directions.

Social: To participate in a group activity by following directions.

Materials

A simple marionette; marionette strings large enough for a student to wear (loose elastic bands for wrists and ankles which are attached by heavy strings)

Procedure

Motivator: Have students seated in the large group area. Show a marionette with strings attached to both arms and legs. Show the students how the marionette follows left and right double directions, such as "Touch your right hand to your left foot." Show the students marionette strings that slip over their hands and ankles and demonstrate the game with a student marionette.

1. Have students stand with adequate movement space.

2. Select one student as the marionette.

3. Verbalize instructions and guide the student marionette to follow them by moving the appropriate string(s). Instructions could be: "Use your right hand to touch your left leg." "Raise your left leg and lower your right arm."

4. The other students will follow the movements of the marionette.

5. Choose other students to be the marionette and repeat.

Suggested Modifications

Hearing-impaired: Repeat hand signal and directions for each student with student facing the marionette.

Mentally-handicapped: Demonstrate the activity very carefully and slowly. Simplify to one directional instruction, increasing difficulty as appropriate.

Physically-handicapped: Adapt instructions to suit physical limitations of the students participating.

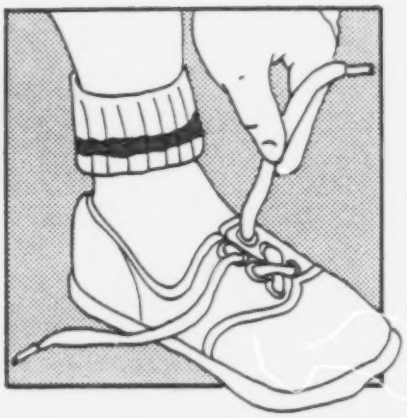
Speech-impaired: Encourage students to say the word marionette, modeling it in syllables and then altogether.

Visually-impaired: Focus the student's attention on the spatial relationships of their body parts during the activity.

Enrichment Variations

1. Do in pairs with students taking turns being the marionette.

2. Have students create a marionette dance. Choreograph a series of movements to a simple tune.



LAP Item:
Self-Help
No. 19
Unties and removes shoes

Leprechaun Treasures

Students will untie and remove shoes to participate in a leprechaun treasure search.

Related Skills

Motor: To walk in various ways such as on tiptoes, on heels, standing high or crouching low.

Cognitive: To understand and follow directions including prepositional concepts.

Language: To tell the definition of a leprechaun.

Social: To participate in a group activity.

Materials

Lace up shoes for the group leader and each student, leprechaun toy, leprechaun picture, decorated box with a sticker or another treasure object for each student

Procedure

Motivator: Have students seated in a large group area. Demonstrate untying and removing shoes step-by-step. (Pull end of bow loose, uncross laces, loosen top part of laced shoe, pull tongue upward, remove shoe - heel first.)

1. Present the leprechaun picture. Tell the students they are going on a leprechaun search for hidden treasure. Explain that leprechauns are very small elves and difficult to find so everyone will need to untie and remove their shoes. Discuss where leprechauns live and how they look.

2. Have students untie and remove both shoes and place in front of them.

3. The group leader will give commands which give the students clues in searching for the leprechaun and his hidden treasures. Commands could include:

1-2-3- look high	1-2-3- move slow
1-2-3- look low	1-2-3- tiptoe
1-2-3- look right	1-2-3- move backwards
1-2-3- look left	1-2-3- walk on heels

Reinforce the students moving very quietly. Use a variety of movements, directions, and prepositional concepts in commands. Encourage the students to describe how leprechaun land looks, smells, and sounds.

4. When the treasure is found, have students return to their place in the large group area. Tell the students as soon as their shoes are on they will receive their "treasure."

5. Distribute "treasure" to each student.

Suggested Modifications

Hearing-impaired: Hold up cue cards 1-2-3 and demonstrate command each time.

Mentally-handicapped: Use the term elf instead of leprechaun.

Physically-handicapped: Incorporate commands that would include movements to accomodate the student's capabilities.

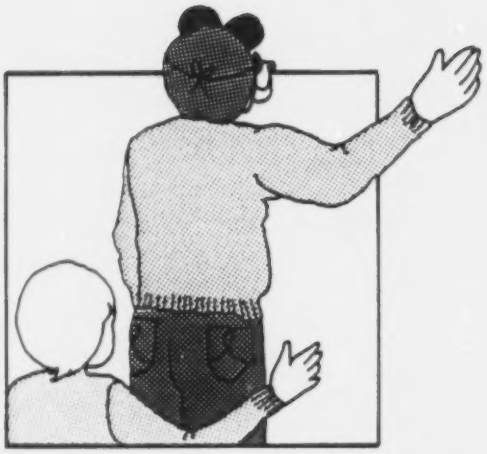
Speech-impaired: Model the /l/ sound as in leprechaun. Say other /l/ words such as lemon, line, laugh, etc.

Visually-impaired: Have the student hold and explore the leprechaun to achieve a better understanding of how it looks. Provide a student partner for assistance during activity.

Enrichment Variations

1. Go on other searches such as a tiger hunt.

2. Make leprechaun sock puppets.



LAP Item:
Self-Help
No. 26
Walks to classroom from bus/play area following adult

Follow That Bear

Students will get off the bus and follow the group leader's movements while pretending to be Harry the Bear.

Related Skills

Motor: To manipulate limbs and whole body in designated pattern.

Cognitive: To understand the concept "follow."

Language: To follow demonstrated directions.

Social: To participate in a group activity independently.

Materials

Harry the panda bear puppet and/or Harry the panda bear adult costume (could be panda ears or a large paper bag panda mask)

Procedure

Motivator: Have group leader meet the bus in the Harry the panda bear costume and/or with the Harry puppet.

1. The group leader and Harry puppet greet the students as they get off the bus and ask them to stay in line.

2. Harry tells the students he is going to school with them today and wants them to follow him and do what he and the group leader does.

3. Everyone starts to the classroom. Harry and the group leader do lots of movements with their arms, hands, whole body, head, legs, and feet for the students to imitate.

4. When everyone arrives at the classroom, the group leader and Harry tiptoe to put away coats and then tiptoe to their seats.

Suggested Modifications

Hearing-impaired: Demonstrate the activity to the student the day before so he/she will know what to expect. Have student in front of line.

Mentally-handicapped: Stop the line and demonstrate each different movement during activity.

Physically-handicapped: Use appropriate equipment to assist the student in doing the activity such as a wheelchair, crutches, etc.

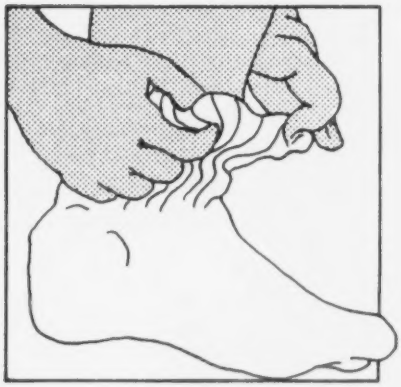
Speech-impaired: Include "bear" sounds for the students to imitate.

Visually-impaired: Use a group rope for each student to hold onto while moving in line. Verbalize a description of Harry and the various movements during the activity.

Enrichment Variations

1. Pretend to be different animals or characters and repeat activity.

2. Pretend to be Harry going through various environments to get to school such as a jungle, forest, or desert.



LAP Item:
Self-Help
No. 33
Puts on Socks

Sideways Socks

Students will put on "magic socks" and go to Sideways Socks land.

Related Skills

Motor: To develop muscle groups used to make sideways movements.

Cognitive: To understand and use the concept sideways.

Language: To use descriptive language in describing an imaginary place.

Social: To participate in a game which involves recognition of peer's space to play.

Materials

One pair of "magic" socks for each student, one pair of decorated adult socks (use glitter, sequins, or irridescent paint to decorate), musical recordings, and player

Procedure

Motivator: Have students seated in the large group area. Present the decorated adult socks and tell the students they belong to a magic place called "Sideways Socks" land. Ask the students what they think will happen if you put on these "magic" socks. Provide clues to help them guess that you would only move sideways there. Put on the socks and do some funny sideways movements. Show the students the other socks. Tell the students they are going to visit "Sideways Socks" land.

1. Give each student a pair of magical sideways socks and have him/her put them on.

2. Have everyone stand around the room with adequate movement space.

3. Have students describe how it looks and feels in Sideways Socks land.

4. Begin music and do sideways movements as desired. Encourage students to suggest and/or demonstrate a variety of sideways movements.

5. You may want to choose a student leader to lead class in various sideways movements as well.

6. Stop the music. Have students slide sideways back to their places and remove "magic" socks.

Suggested Modifications

Hearing-impaired: Give a cue, such as turning the lights off or a tap on the shoulder, to make sure the student knows when the movement is changing.

Mentally-handicapped: Use extra large socks which can be put on easily and simplify the sideways movements.

Physically-handicapped: Make sure the student's leg is bent so the ankle and foot are relaxed. Begin the sock on the foot part of the way and have the student finish the task.

Speech-impaired: Model the /s/ sound as in sideways and socks. Encourage students to make the /s/ sound when doing the sideway movements.

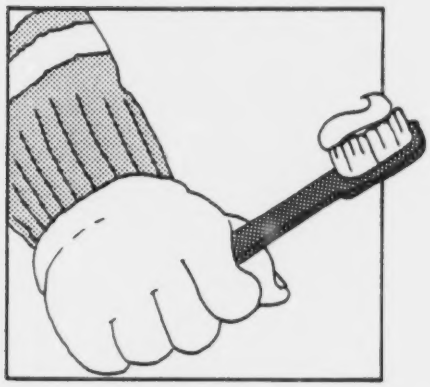
Visually-impaired: Have the students hold hands when doing the sideways movements to provide a structured environment for the student so he/she can function more independently.

Enrichment Variations

1. Have students decorate their sideways socks as an art project.

2. Use other props to practice directional movements and self-help skills such as wearing backwards beads or forwards gloves.

3. Make pictures about Sideways Socks land.



LAP Item:
Self-Help
No. 43
Brushes teeth without assistance

Toothbrush Teamwork

Students will pretend to be teeth or toothbrushes and practice correct toothbrushing techniques with partners. Afterwards, students will brush their teeth without assistance.

Related Skills

Motor: To increase manipulative grasping techniques.

Cognitive: To use the concepts up, down, top, bottom, behind, and in front of.

Language: To verbalize toothbrushing techniques without assistance.

Social: To cooperate with a partner in doing an activity.

Materials

Large toothbrush and teeth models, necklace toothbrush signs for half of class, necklace teeth signs for half of class, toothbrushes for each student

Procedure

Motivator: Have students seated in the large group area. Present a large toothbrush. Ask students to tell its name, what it is used for, and why brushing teeth is important. Using large toothbrush and teeth, demonstrate correct toothbrushing techniques. Encourage students to help with demonstration.

1. Divide class in half. Distribute necklace toothbrush signs to half of class and necklace teeth signs to other half of class.

2. Have students stand with adequate movement space.

3. Tell students the group leader will say 1-2-3, jiggle, jiggle, jiggle. When the group leader finishes, they are to find a partner (tooth with toothbrush) and freeze.

4. Then everyone says the following poem while partners practice brushing teeth using the correct techniques.

Poem: Brush, brush, brush your teeth
Brush them everyday
Brush them up
Brush them down
Brush the plaque away.

Ask students how it feels to be the toothbrush or teeth.

5. When the poem is finished, the group leader says "1-2-3, jiggle, jiggle, jiggle" and the students find a new partner.

6. Repeat as many times as desired.

7. Afterwards, distribute real toothbrushes and have students brush their teeth without assistance. Remind them of correct techniques as needed.

Suggested Modifications

Hearing-impaired: Have student sit at large mirror with group leader demonstrating toothbrushing techniques. Use a visible cue card during activity such as a happy tooth and sad tooth for beginning and stopping the activity.

Mentally-handicapped: Do the activity several times with the same partner. Change partners as students become familiar with the activity.

Physically-handicapped: Use an adaptive toothbrush with curved handle and an elastic band for the student with limited grasping skills.

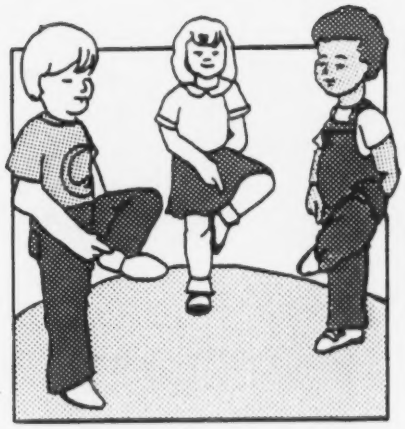
Speech-impaired: Model the */sh/* sound as in brush. Call attention to the teeth and lip positions and make the */sh/* sound while brushing during activity.

Visually-impaired: Use large models to help student understand brushing techniques. Break down the demonstration into small steps having the student feel and then repeat each step of brushing with assistance. Then have the student brush his/her teeth alone.

Enrichment Variations

1. Make toothbrushes out of tagboard and use spaghetti as the bristles.

2. Sing toothbrushing songs and pretend to be toothbrushes.



LAP Item:
Personal/Social
No. 7
Responds to initial greeting

Greeter Leader

Student leaders will take turns modeling an initial greeting represented by a body movement while the rest of the group says 1-10 rhythm poem in response.

Related Skills

Motor: To coordinate body movements in imitating peer.

Cognitive: To use numbers 1-10 in sequential order.

Language: To verbalize words of a poem.

Social: To perform activity for peers.

Materials

None

Procedure

Motivator: Have students seated in the large group area. Teach the following rhythm poem one line at a time. Model saying it in a crispy rhythmic beat.

Rhythm Poem:

1-2- How do you do?
3-4- Show us more.
5-6- Do the body mix.
7-8- How do you say it?
9-10 Do it again.

1. After the students have learned the poem, have them stand in a circle.

2. Choose a student to stand in the middle and be the "greeter leader." He/she will decide on a body movement which represents hello to the group.

3. The other students will begin the poem. After the group says the first line, the "greeter leader" will do his/her hello movement and repeat the first line of the poem back.

4. The other students will say the second line and do the hello movement back to "greeter leader."

5. The "greeter leader" will repeat the second line and do movement again.

6. Repeat for each line. When finished, choose another student to be the "greeter leader" who will create a new hello movement.

7. Repeat.

Suggested Modifications

Hearing-impaired: Have student repeat numbers by signing when appropriate.

Mentally-handicapped: Have student hold up fingers to represent numbers. Teach a shorter version of the poem using numbers 1-4.

Physically-handicapped: Encourage the student who wears leg braces to use a bar or table for support.

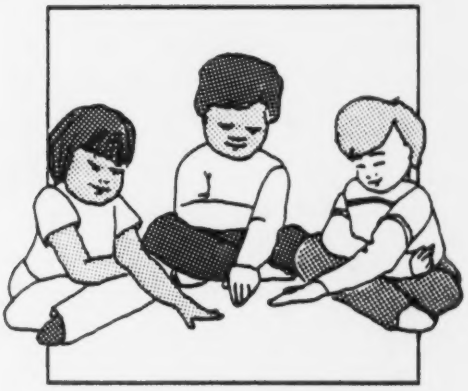
Speech-impaired: For the student who stutters, record the rhythm poem and provide time to listen to the tape so he/she can learn the poem before playing the game.

Visually-impaired: Provide a student partner who will describe the greeting movements and assist the student when necessary.

Enrichment Variations

1. Make up a rhythm poem using students' names.

2. Learn greetings from other countries such as bowing from Japan, etc.



LAP Item:
Personal/Social
No. 8
Sits in circle and joins group in imitating leader

Goin' for a Bus Ride

Students will go on imaginary bus ride with Harry the puppet and discuss rules of safety during the ride.

Related Skills

Motor: To increase coordination of large muscle groups.

Cognitive: To understand rules of bus safety.

Language: To verbalize rules of bus safety.

Social: To participate in a make-believe environment.

Materials

Harry puppet, bus model or bus picture

Procedure

Motivator: Have students seated in the large group area. Present bus model or picture. Ask students to identify and describe the bus. Present Harry the panda puppet. Tell the students that Harry loves to ride buses and wants them to go on an imaginary bus ride with him.

1. Have Harry tell the children to reach up, get their pretend hats and put them on. (Harry does the same.) When doing this imaginary bus ride, encourage the children to describe in detail (colors, shapes, what they see, etc.) all aspects of the ride, to make sounds or gestures when appropriate, and to really get into the imaginary environment. Use hands to represent feet.

2. Begin the imaginary trip by having Harry ask the students where they are walking to catch the bus. Encourage descriptions of how it looks, sounds, and feels where the bus stop is. Encourage discussion of bus safety rules including being on time and waiting in a safe place.

3. Next, pretend that the bus has arrived (make sound). Have the children get ready to board the bus.

4. Have the children climb on the bus and go to their seats.

5. Continue on the imaginary bus ride discussing what they see and rules on the bus, such as talking quietly and staying in one's seat.

6. When it's time for the bus to stop, have the children unbuckle their seat belts, and walk down the aisle off the bus.

Suggested Modifications

Hearing-impaired: Provide picture cue cards which depict the sequence of an imaginary bus ride.

Mentally-handicapped: Review the sequence of a bus ride before the imaginary story. Streamline according to needs of students.

Physically-handicapped: Call the student's attention to special equipment used on a bus for children in wheelchairs, such as a lift. Include a lift in the story.

Speech-impaired: Model bus sounds in various speeds and tones for students to imitate during story.

Visually-impaired: Include a seeing eye dog in the story and statements describing how it feels to get on a bus when you are blind. Have students give the dog a name.

Enrichment Variations

1. Sing bus songs and do movements as needed.

2. Make Harry puppets.

3. Make a book about the sequence of a bus ride.

4. Set up chairs in the classroom to represent a bus and do an imaginary bus ride.

LAP Item:
Personal/Social
No. 13
Listens "attentively" to stories

Nursery Rhyme Pantomime

Students will listen to nursery rhymes and pantomime parts of the story as appropriate.

Related Skills

Motor: To interpret language through body movements.

Cognitive: To understand main ideas of a story and respond appropriately.

Language: To complete stories through pantomime.

Social: To participate in a group activity independently.

Materials

Nursery rhyme books

Procedure

Motivator: Have students seated in the large group area. Read a familiar nursery rhyme such as "Humpty Dumpty." Model pantomiming the story as it is read.

1. Have the students stand with adequate movement space.

2. Tell the students that they will listen to a familiar nursery rhyme. The group leader will read part of the rhyme and stop. The students will pantomime the rest of that part of the story. For example:

"Hey Diddle, diddle, the cat _____.
(read) (pantomime)

3. Afterwards, have the students recite poem with the group leader and pantomime the entire story. Encourage individuals to do their own creative interpretations.

Suggested Modifications

Hearing-impaired: Use a book with a large number of pictures depicting the stories to provide visual cues.

Mentally-handicapped: Use one familiar nursery rhyme. Repeat it several different occasions before going to another rhyme.

Physically-handicapped: For the student who has limited movement and is in a wheelchair, provide an assortment of figures and models for him/her to use to depict the pantomimes.

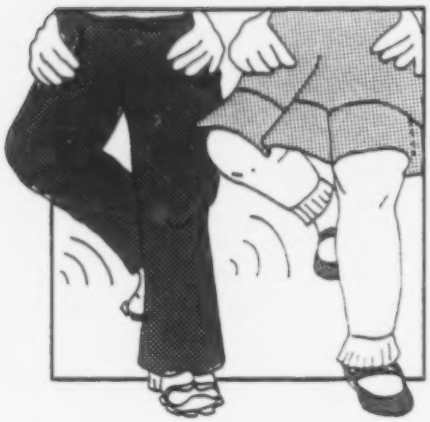
Speech-impaired: Model key words or sounds in the nursery rhyme such as "Hey" or "Diddle" emphasizing beginning sounds.

Visually-impaired: Use a "twin vision" book which has both print and braille to help increase the student's awareness that bumps make words.

Enrichment Variations

1. Have students listen to the stories and construct or draw a picture of each one. Make it into their own nursery rhyme book.

2. Assign parts and act out story as if it were a play.



LAP Item:
Personal/Social
No. 40
Dances a pattern in a group

Animal Dancers

Small groups of three to four students will create a dance pattern to depict a designated animal and perform for the class.

Related Skills

Motor: To increase motor planning skills.

Cognitive: To name animals.

Language: To understand multi-step directions.

Social: To perform with a small group for the class.

Materials

Variety of instrumental recordings (tapes or records), record or tape players, animal pictures (3-4 of each one), container for pictures (one adult per group is needed)

Procedure

Motivator: Have students seated in the large group area. Present the animal pictures in a large container such as a paper bag or box. Ask students to come up to the front one at a time, choose a picture, tell its name, and return to his/her place. (This will automatically divide the students into small groups.)

1. Give each group a recording and send them to a designated area with an adult.

2. Instruct each group to create a dance to represent their group's animal. The adult can assist as needed.

3. Have students return to group area and take turns performing their group's animal dance.

Suggested Modifications

Hearing-impaired: Have the students with residual hearing use a recording which has a rhythmic drum beat and place speakers on the floor so the students can feel the vibrations.

Mentally-handicapped: Have all students learn a dance for the same animal. Provide directions for dance patterns.

Physically-handicapped: If the student's movements are slower than his/her peers, have him/her be the dance leader to demonstrate the dance first.

Speech-impaired: Model animal sounds for students to imitate.

Visually-impaired: Have the visually impaired student stand between two other students so he/she has an automatic safe structure in which to move independently.

Enrichment Variations

1. Create dances around a specific unit theme.

2. Make props in art to represent the animals in the dance.

Drama

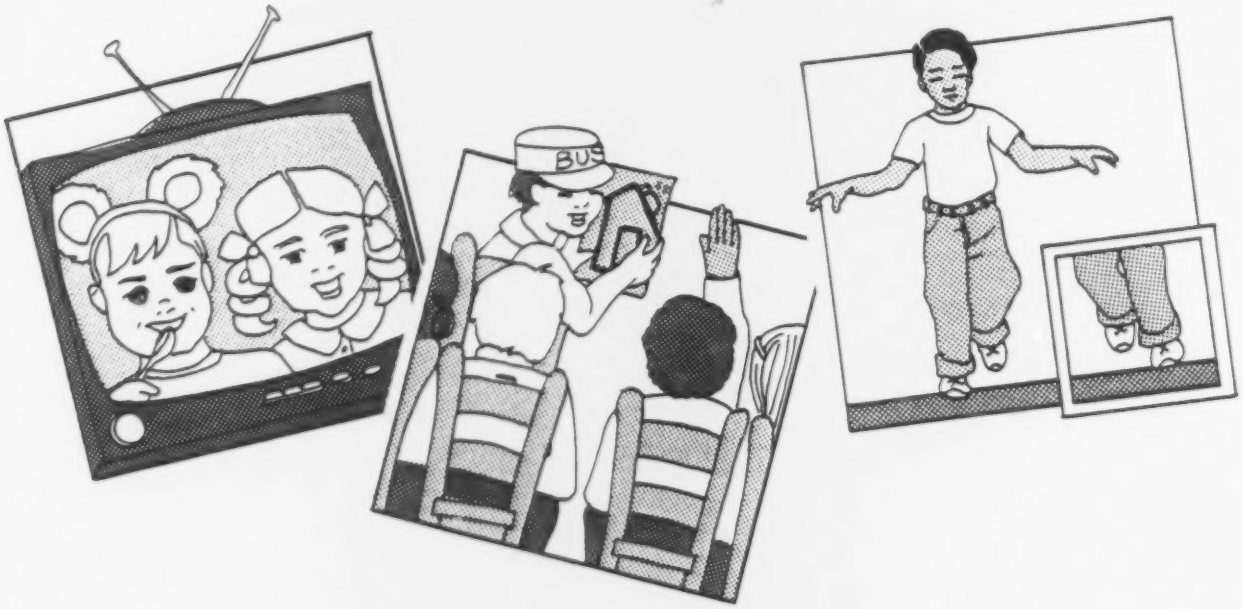
Drama

Drama is a means to develop self-awareness and self confidence through the personal involvement of each student alone or as part of a group in an imaginary environment.

While participating in this imaginary environment, each person develops his/her own dramatic interpretation through receiving, processing, and responding to the information given by the group leader or other participants. This processing sequence fosters growth of the participants' listening skills, conceptual abilities, and communication skills.

There are two types of dramatic activities which are presented in this book. The first type is called *creative drama*. Creative drama is loosely formulated dramatic activity in which the dialogue of the performance is improvised around a given idea. Its primary purpose is therefore the process of each individual's participation and not necessarily an entertainment event. In constrast, *structured drama* is product oriented and includes more exact instructions of how the activity is to be performed and the dialogue that is needed to achieve the end product. Structured drama is created for the entertainment of others as well as a rewarding experience within itself.

In whichever form, drama is a unique experience and one of the best ways to develop an individual's self-confidence while exploring unfamiliar skills or roles in a non-threatening environment.



Tips for Drama Activities

1. When beginning a drama activity, make sure the concept on which the activity is based is presented to the students. For example, the activity "Kite Flying" is to help students understand the concept of a diamond-shape.

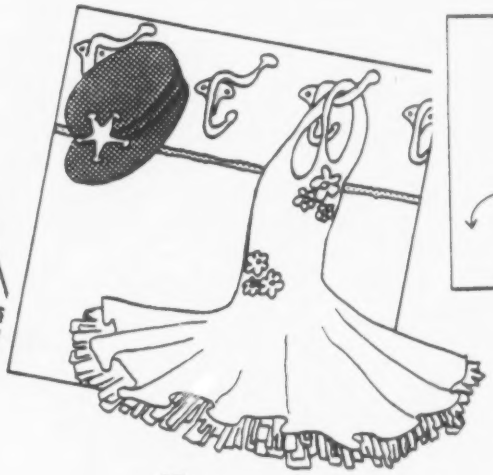
2. Next, outline the imaginary environment, clearly setting up boundaries, yet allowing room for exploration. For example, in "Kite Flying," the boundaries are that the students will pretend to be kites while moving on a diamond-shaped pathway. The exploration includes improvising where the kites are going, how their surroundings look, and how they move while going there.

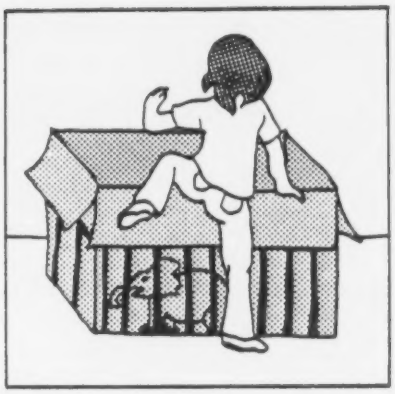
3. Appropriate space is essential for drama activities. This does not necessarily mean a large space, but, instead, adequate spatial distance for each student from his/her neighbor. Or, in the case of structured drama, spaces set aside for the actors and audience.

4. A cue such as freeze, a drum beat, or a bell needs to be established for creative drama activites which stop and start. The cue should be decided on before the activity begins and practiced a few times.

5. Student participation should be encouraged but not forced. Channel energetic or shy students as appropriate.

6. Provide closure for each activity which includes a feeling of unwinding or slowing down the main part of the activity. For example, in "Kite Flying," the closure could be having the kites land on the ground and come to a stop. (Students would slowly move to the floor and sit down.) This provides a state of orderliness to complete the activity and a way to have the class ready for the next step or activity. In structured drama, the closure would be the audience applauding and the actors taking a bow.





LAP Item:
Gross Motor
No. 10
Climbs into paper carton

Mystery Box

Students will recite and dramatize a poem while one student is hiding in the box. The student in the box will appear on cue and imitate the sounds and movements of an animal.

Related Skills

Motor: To increase ability to balance body when getting in and out of a defined area.

Cognitive: To relate the words in a poem to the corresponding actions.

Language: To say and act-out the dialogue of a poem.

Social: To participate on cue with the rest of the group.

Materials

Large cardboard box (children can decorate the outside of the box as an art project)

Procedure

Motivator: Have students seated in the large group area. Show the students the mystery box and have them take turns practicing getting in and out of the box. Let the students pretend they are various animals as they climb in and out of the box.

1. Have students stand in a circle around the box.

2. Teach poem to students, one line at a time, inflecting voice as appropriate.

3. Choose one student who will get into the box when appropriate.

4. Have all other students stand. Start saying the poem together while the chosen student walks around the inside of the circle one time, climbs into the box, and hides. The rest of the group pantomimes the poem.

Poem:
I was walking down the street the other day.
(suggest walking motion)
When I saw a friend coming my way
(wave to friend)
I said dear, dear friend where have you been?
(shake neighbor's hand)
He/she said I've been to the zoo and I'm going back again.
(walk again)
I said dear, dear friend, what did you see then?
(fingers around eyes)
And this is what he/she said to me.
(hand on ear)
Child in box: I saw a _____ (pantomime an animal)
Class: And what did it eat? (class pantomime eating)
Child in box: It ate some _____ (pantomime eating)
Class: And what did it say? (class pantomime making noise)
Child in box: It said _____ (child make animal sound).

5. Choose another child and repeat procedure.

Suggested Modifications

Hearing-impaired: Student can sign poem or part of poem while leader fills in as needed. The student in the box could hold up a picture cue of an animal before doing action.

Mentally-handicapped: Shorten poem or have group leader say poem with student filling in key words.

Physically-handicapped: Assist student or give equipment for child to assist himself/herself into and out of box. Put the box over the student if he/she cannot get in it.

Speech-impaired: Have a student with limited verbal skills hold up an animal picture and say the beginning sound of the animal.

Visually-impaired: Have rough surfaced tape path to the box. Have student feel an animal and give information to student about movement and sound of animal if necessary.

Enrichment Variations

1. Adjust the place visited to units of study, such as the farm, transportation, or the city.

2. Make a zigzag path to the box to develop coordination of walking on a defined path.

3. Have child get into the box in different ways such as hopping, backwards, or with eyes closed.

LAP Item:
Gross Motor
No. 25
Hops on one foot

Hop Along

Each student will take a turn pulling a headpiece from the box and demonstrate to the others how that person or animal hops on one foot. The remaining students will imitate the student leader until the group leader calls "freeze."

Related Skills

Motor: To increase movement and balance of arms and legs while hopping.

Cognitive: To increase associations (headpieces with types of persons or animals).

Language: To tell names of different types of people and animals.

Social: To participate in taking turns with peers.

Materials

Decorated cardboard box for "treasure box." Headpieces to represent rabbit, dancer, pirate, ghost, deer, clown, bird, sailor, football player, etc.

Procedure

Motivator: Have students stand in the large group area with adequate movement space. Practice hopping in different ways (fast, slow, forward, backward). Encourage students to make suggestions.

1. Have one student close his/her eyes and pick a headpiece from the box.

2. He/she puts on the headpiece and demonstrates how that person or animal hops on one foot.

3. The other students imitate student leader until the group leader calls "freeze."

4. Repeat until headpieces are gone.

Suggested Modifications

Hearing-impaired: Have student standing so he/she can clearly see headpieces and student leader. Give raised hand signal as cue for "freeze." Sign names of persons or animals.

Mentally-handicapped: Limit number of headpieces. Make sure persons or animals represented are familiar to students.

Physically-handicapped: Have a student with very limited mobility be the cue person by beating a drum or making some other sound that would mean "freeze." Or, have the student do another movement such as tap foot, clap hands, or nod head.

Speech-impaired: For a student with very little articulation, provide pictures of animals and let him/her point to the one he/she will do. Group leader names the animal and encourages the students to repeat its name.

Visually-impaired: Use fewer headpieces and have student feel and identify them before starting the game. Give student a carpet square on which to do the hopping. Give verbal descriptions as needed.

Enrichment Variations

1. Have students hop on taped path or defined area such as geometric shapes, numbers, colors, or letters.

2. Have students hop over obstacles.

3. Have students hop in different rhythms.

LAP Item:
Gross Motor
No. 45
Jumps backwards

Jack Be Nimble

Students will recite "Jack Be Nimble" poem and jump backwards and forwards over the "candlestick."

Related Skills

Motor: To increase coordination in jumping over objects.

Cognitive: To understand concepts of forwards/backwards, hot/cold, over, and candle.

Language: To increase skill in saying words of a poem.

Social: To participate in reciting a poem with a group.

Materials

Candlestick, candleholder, matches, a pretend candle for each student such as an eraser, block, or circle

Procedure

Motivator: Have students seated in the large group area. Show students candle and candleholder. Discuss what it is, what it does, and when it is used.

1. Have students stand with adequate movement space.

2. Have students learn poem, one line at a time.
   Jack be nimble,
   Jack be quick,
   Jack jumped over the candlestick.
   (pretend to blow out candle)

3. Place pretend candlesticks in front of each student.

4. Start saying poem together. At the end of each line, students will jump backwards or forwards (depending on where they are).

5. At the end of the poem everyone will pretend to blow out the candle.

Suggested Modifications

Hearing-impaired: Students can sign poem, one line at a time, and jump back and forth at the end of each line. Use a picture of jumping over a candlestick as cue.

Mentally-handicapped: Do poem slowly with students. Stop and wait for students to jump at the end of each line.

Physically-handicapped: Have a student with limited leg movement brace upper half of body. Slowly move legs back and forth over "candlestick."

Speech-impaired: Encourage a student with limited articulation to say only the word "Jack." Model the importance of saying "Jack" with the three distinct parts (*J-A-K*) clearly if needed.

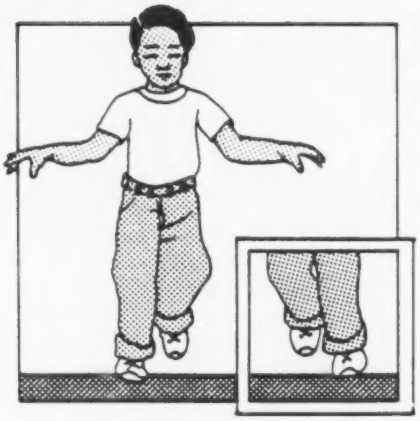
Visually-impaired: Have students feel candle and candleholder. Place "candlestick" on carpet square so student can step over it or jump with assistance.

Enrichment Variations

1. Make candlesticks out of construction paper in art.

2. Make real candles out of wax and candleholders out of clay.

3. Jump forward and backward in pairs over the candlestick.



LAP Item:
Gross Motor
No. 49
Stands on each foot alternately with eyes closed

Flamingo Melt

Students pantomime narrated story of a snow flamingo melting as the sun moves across the sky.

Related Skills

Motor: To increase skill in moving all body parts.

Cognitive: To understand concepts of melting, top/bottom, right/left, hot/cold.

Language: To follow directions in moving body parts on cue.

Social: To participate in a make-believe activity.

Materials

Picture of flamingo, ice, lamp or overhead projector

Procedure

Motivator: Have students seated in the large group area. Show students an ice cube and discuss what it is made of and what it does when exposed to heat. Turn on the lamp or overhead projector and hold the ice close so it melts. Show students picture of a flamingo. Discuss its characteristics -- color, that it is a bird, and where it lives.

1. Have students stand with adequate movement space.

2. Tell students to close their eyes and pretend they are flamingos made out of snow.

3. Tell students flamingos love to stand on one leg at a time. Have students stand on one leg.

4. Tell them they are going to pretend to melt as the sun moves across the sky. (Use lamp if possible for prop.)

5. Start with the top of the body and have various body parts melt until the students are a puddle of water on the ground. Remember to have students stand on alternating legs often. Also insert as many concepts as possible such as left/right, top/bottom, or side parts of body.

Suggested Modifications

Hearing-impaired: Have student keep eyes open and stand near the group leader. The group leader can point to and sign body parts as he/she is narrating story.

Mentally-handicapped: Demonstrate a simplified version of the melting flamingos. Repeat this same modified version with students to reinforce their confidence.

Physically-handicapped: For students with crutches, braces, or artificial limbs provide railing or adult assistance and limit the number of movements.

Speech-impaired: For a student who stutters, speak calmly and slowly to present a relaxed model. Give the student plenty of time to present his/her suggestions encouraging a slow rate of speech.

Visually-impaired: Have a piece of ice for each student. Have students hold it under the light to feel the melting process. Have model of flamingo or another bird for student to feel. Do fewer directions during melting activity.

Enrichment Variations

1. Have students pretend they are a "blob" of clay and create a flamingo starting at the bottom and building to the top.

2. Act-out other birds.

3. Make pink feather flamingo headbands in art.

LAP Item:
Fine Motor
No. 13
Stirs liquid with spoon

Magic Potions

Students will pretend they are stirring imaginary substances according to verbal cues while stirring colored water.

Related Skills

Motor: To increase grasp and wrist rotation skills.

Cognitive: To demonstrate understanding of concepts up/down, inside, around, fast, and slow.

Language: To name sensory descriptions.

Social: To cooperatively participate in a make-believe environment.

Materials

Small paper cups, colored water, plastic spoons

Procedure

Motivator: Have students seated in the large group area. Tell them they are going to be wizards making secret "magical potions." Have them reach in the air, get their wizard hats, and put them on.

1. Have each child seated at a table. Give each child ½ cup of colored water and a spoon.

2. Group leader will have students hold spoons in the air and tell them what "magic potion" they will be stirring. Suggestions are Blackbeard's soup, red-eye peanut butter, or goblins green snakes.

3. Have students start stirring "potion." Ask them to give sensory descriptions such as how it smells, if it is easy or difficult to stir, how it looks (color, thickness, texture), and what sound it makes when it's stirred.

4. Hold spoons in the air after each potion as a cue for ending and beginning new substances.

Suggested Modifications

Hearing-impaired: Group leader should face student so he/she can see facial expressions as descriptions are being signed and verbally described.

Mentally-handicapped: Practice stirring liquid slowly in circular motions with each child before starting game. Have 3 or 4 very familiar substances available for students to smell, taste, feel, and see to enhance their ability to give sensory descriptions. Begin by stirring pudding or another substance that offers resistance to the spoon.

Physically-handicapped: Use a heavy cup that is secured to table so student will be able to concentrate on holding and moving the spoon. Or, put the cup in a dishpan so the student has plenty of space to practice stirring without lots of spills.

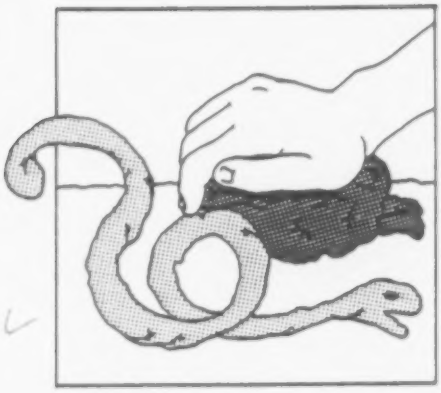
Speech-impaired: Present the */st/* sound as stir. Potions to reinforce the */st/* sound would include stew, strawberry jam, steamed rice, sticky goulash, stone soup, string beans, stroudel, etc.

Visually-impaired: Use plastic cup. Have student feel the size of cup and hold one finger inside cup to tell when it is half full. Assist with stirring at the beginning so that the student understands circular motion.

Enrichment Variations

1. Select substances related to current units of study (substances in different countries, substances at the beach, substances in different food groups).

2. In art, make wizard hats to wear while stirring "magic potions."



LAP Item:
Fine Motor
No. 34
Makes recognizable objects out of clay

Clay Animals

Each student will make an animal out of playdough. Students will then take turns holding up their animals so the rest of the class can act out movements and sounds made by that animal.

Related Skills

Motor: To increase muscle movement of arms and legs.

Cognitive: To understand differences and likenesses of animals.

Language: To verbalize names and body parts of animals.

Social: To increase skill in playing games while respecting the right of peers to have an adequate spatial distance.

Materials

Playdough or clay, pictures or models of animals with distinct characteristics such as the elephant, bird, snake, fish, turtle, giraffe

Procedure

Motivator: Have students seated in large group area. Present different animal models or pictures and discuss body parts. Establish common body parts (such as torso, head, arms, legs). Call attention to the unique parts of each animal.

1. Have students seated at tables. Give each student clay or playdough and have them make an animal.

2. Have students spread out around room with adequate movement space.

3. Give each child a turn holding up his/her animal while the other students act out movements and sounds made by that animal.

Suggested Modifications

Hearing-impaired: Have students point to and sign names of similar body parts (head, arm, leg, foot, hand).

Mentally-handicapped: Limit to 2 or 3 animals with distinct visual differences.

Physically-handicapped: Add water to playdough to make it easier to manipulate for those students who have difficulty with squeezing, rolling and grasping items.

Speech-impaired: Encourage and/or model accurate production of animal sounds.

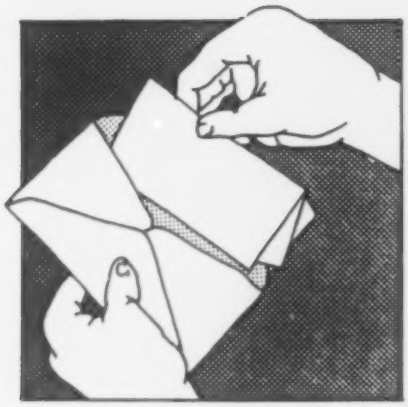
Visually-impaired: Have 2 or 3 rubber or plastic animal models with distinct differences (snake, fish, elephant) for student to feel and describe.

Enrichment Variations

1. Do specific animal categories - jungle animals, water animals, zoo animals, or dinosaurs, farm animals.

2. Use several colors of clay for each animal.

3. Make objects for other unit topics (toys, garden tools, or machines).



LAP Item:
Fine Motor
No. 37
Insert prefolded materials into envelopes

Post Office

Students will dramatize going to a post office to mail their letters.

Related Skills

Motor: To increase eye-hand coordination in manipulating small objects.

Cognitive: To increase ability to recognize items associated with a post office.

Language: To learn names of the parts of a letter.

Social: To increase confidence in performing and expressing self in front of peers.

Materials

Post Office Props - table with envelopes, stickers for stamps, mail person, hat, mail bag, pre-folded mail (pictures drawn by students), cardboard mailbox, assorted townspeople hats in box (firehats, police hats, chief hat, hard hat, nurse hat)

Procedure

Motivator: Have students seated in the large group area. As the props are introduced, let students discuss the name of each item and its use. Make sure to include sequence of mailing a letter: put in envelope and seal it, put stamp on letter in upper right hand corner, take letter to post office, put in mailbox.

1. Have one student be the mail carrier (wearing the mail hat and standing behind table in post office).

2. Have other students take turns getting their letters, pulling a townsperson hat out of the box, and acting out the townsperson as they go to the post office to mail their letter.

3. Group leader narrates post office visit when necessary but encourages the children to speak and be in charge as much as possible.

4. Make sure each townsperson goes through the sequence of mailing letter, as stated in the motivator section.

5. At the end, have the mail carrier get all letters out of the mailbox and put in the mailbag to deliver.

Suggested Modifications

Hearing-impaired: While facing student, speak clearly and point to items to demonstrate instructions (sequence of mailing letter and how to act-out post office visit). You may need to point to objects or sign name of objects as a reminder during dramatization.

Mentally-handicapped: Limit dramatization steps to putting paper in pre-labeled envelope, sealing the envelope, and putting the letter in the mailbox.

Physically-handicapped: Limit number of steps in mailing sequence as needed.

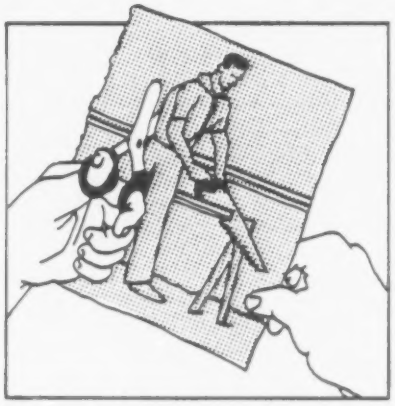
Speech-impaired: Use lead-in sentences to have a student with articulation difficulty repeat who he/she is and key words of the lesson as often as possible stressing correct pronunciation.

Visually-impaired: Have student feel inside and outside of envelope and learn to put one hand in opening and hold it apart while putting letter inside. Call student's attention to the shape of the letter and envelope that need to be matched. Limit hats to 3 or 4 very familiar ones such as fire hat, surgeon's hat, or hard hat. Have path taped on floor.

Enrichment Variations

1. Make mail person hats in art.

2. Have students make letters for their parents and go to a real post office to mail them.



LAP Item:
Fine Motor
No. 41
Cuts out magazine pictures

Snap Shots

Students will cut out magazine pictures of people doing various activities. As the group leader beats the drum in a 1-2-3-4 rhythm, students move around the room on the first three counts and freeze into a pantomime "snap shot" of the chosen magazine picture on the fourth count.

Related Skills

Motor: To increase general movement of all body parts and starting and stopping on cue.

Cognitive: To discriminate, locate, and classify specific types of pictures.

Language: To demonstrate understanding of pictures through pantomime.

Social: To cooperate with peers in following the rules of a game.

Materials

Assorted magazines, scissors, drum, container for magazine pictures

Procedure

Motivator: Have students seated in large group area. Present a magazine and discuss what it is. Have students help you decide which are pictures of people doing an activity and which are not.

1. Have students seated at tables. Give each a magazine and scissors.

2. Have students cut out 1 or 2 magazine pictures of people doing activities.

3. Put all magazine pictures in a container.

4. Have students spread out around the room with adequate movement space.

5. Have group leader or child beat the drum in 1-2-3-4 rhythm. While students are moving on the 1-2-3- beats, have another child pull a magazine picture out of the container and hold up for everyone to see.

6. On beat number 4, all students freeze and make their bodies into an individual pantomime shap shot of that magazine picture.

7. Start out slowly and get progressively faster.

Suggested Modifications

Hearing-impaired: Have student near the drum and pictures so he/she can see cues for doing activity.

Mentally-handicapped: Have pages with uncluttered action photos already torn out of the magazines. Give one page to each student and have child cut around action picture.

Physically-handicapped: Use double grasp scissors in cutting out pictures. Let the student with limited movement capabilities be the drummer (with adult assistance if necessary).

Speech-impaired: Have student expand his/her ability to articulate more difficult words. Break down the word mag-a-zine and work on each syllable. Then blend them together.

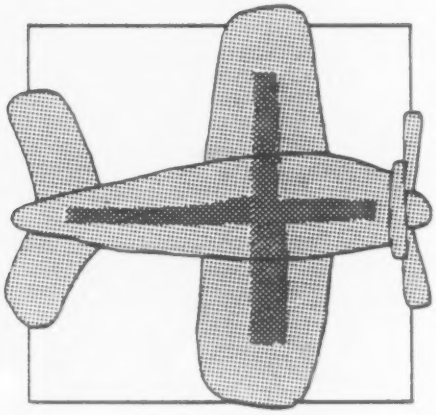
Visually-impaired: Have student feel relief pictures of familiar objects (they can be made out of clay impressions) to understand the idea of a photograph. Have student do a rubbing of a familiar object. Outline with glue and let dry. Have student cut out picture around glue. Describe the other students' magazine pictures verbally to the student so he/she can participate.

Enrichment Variations

1. Have students pair off and do pantomimes together.

2. Cut out pictures of various subjects relating to units of study (countries, climate, animals, seasons).

3. Paste up magazine pictures in booklets of the student's favorite things.



LAP Item:
Pre-Writing
No. 12
Imitates cross

Airplane Adventure

Students will make crosses with different parts of their bodies and pretend they are airplanes flying to various places. Afterwards, students will draw a large cross on their paper and make it into an airplane.

Related Skills

Motor: To increase semi-circular movement of fingers, arms, and legs.

Cognitive: To understand the concept of two lines intersecting to make a cross.

Language: To respond to how, where, and descriptive questions.

Social: To cooperatively participate with peers in a make-believe environment.

Materials

Several toy airplanes of different sizes, assorted crayons or markers, 18" x 24" drawing paper

Procedure

Motivator: Have students seated in large group area, remove a toy airplane from a bag. Group leader points out how the airplane's wings and body make a cross. Draw a cross on the board. Students then point out crosses on airplanes to classmates as more are pulled out of the bag.

1. Have students stand with adequate movement space. Tell students they are going to make different size airplanes with their body parts and go on trips to different places. Concepts the group leader can incorporate are up/down, fast/slow, backwards/forwards, sideways, and over/under.

2. Start by crossing fingers. Then cross arms, legs, feet, and toes. Students can also lie of their backs for some of the airplane trips. Encourage students to describe places they "visit" and how it feels to be flying.

3. Afterwards, have children go to tables. Give each child crayons or markers and an 18" x 24" sheet of drawing paper. Have students draw large cross on the paper. Then ask students to make it into an airplane.

   Optional: Students can make more than one cross airplane on their paper.

4. Display airplane pictures.

Suggested Modifications

Hearing-impaired: Repeat hand signals and words for airplane and cross several times, facing students. Make sure student can see group leader doing various movements clearly.

Mentally-handicapped: Have crosses pre-drawn on paper for students to trace.

Physically-handicapped: Have students make fewer crosses as appropriate. Use a bolster or wedge to support student while doing cross airplane on paper.

Speech-impaired: Have students make the humming airplane sound at different intensity levels.

Visually-impaired: Have students feel a cross made of sticks, a cross made with clay or textured paint, and an airplane. Help students understand the idea of crossing fingers, arms, etc. Have students make cross airplanes with textured paint.

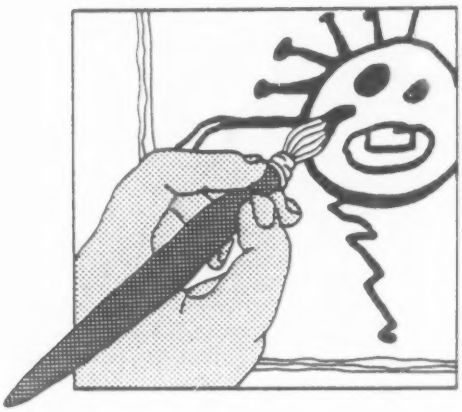
Enrichment Variations

1. Write a language experience story about their adventure.

2. Sing the song "Up, Up, and Away."

3. Make cross airplanes out of different media — clay, sand, tongue depressors.

4. Make a mural of different sizes of cross airplanes. Use wallpaper, paint, markers and construction paper.



LAP Item:
Pre-Writing
No. 17
Paints unrecognizable "picture"

Silly Space Monster

Students will participate in an imaginary space walk looking for the "Silly Space Monster" who does everything backwards. Afterwards, the students will paint pictures of the "Silly Space Monster."

Related Skills

Motor: To increase muscle development through general body movements.

Cognitive: To understand similarities and differences of items in one subject area (outer space).

Language: To increase skill in verbalizing descriptions around one subject area.

Social: To cooperately participate with peers in make-believe environment.

Materials

Pictures of stars, planets, moon, sun, meteors, water-base paints, brushes, 18" x 24" manilla paper

Procedure

Motivator: Have students seated in large group area. Lay pictures of stars, moon, sun, planets and meteors on the floor face down. Have individual children pick a picture. Discuss what it is and describe how it looks.

1. Have students stand with adequate movement space. Tell them they are going to a far away planet to find the "Silly Space Monster" who does everything backwards.

2. Group leader begins dramatization and narrates when necessary. However, students should give suggestions of how things look and where they are going as much as possible. Suggested ideas include having the students crouch down like rockets, counting backwards from 10 to 0 and blast off, dodging meteor showers, going through darkness, landing on a planet, looking under rocks, and in craters.

3. Find the "Silly Space Monster." Have students describe its colors, size, shape, what it does backwards, and what it eats.

4. Have students say good-bye to "Silly Space Monster" and return to Earth.

5. Let students paint their own interpretations of the "Silly Space Monster."

6. Display on outer space (black paper) background.

Suggested Modifications

Hearing-impaired: Have child facing group leader so he/she can see pictures, body movements, and lip movements clearly.

Mentally-handicapped: Use fewer space concepts (stars, moon, sun). Have an example of a "Silly Space Monster" as a model.

Physically-handicapped: For a student with limited ability to grasp objects and control movements of objects, provide equipment such as a pencil grasp and lots of room for arm and hand movements.

Speech-impaired: Model a slow and relaxed rate of speech for the stutterer and allow ample time for him/her to respond.

Visually-impaired: Have models of sun, moon, planets (Saturn with rings would be best), and rockets for students to feel. Narrate story for students and encourage body movements.

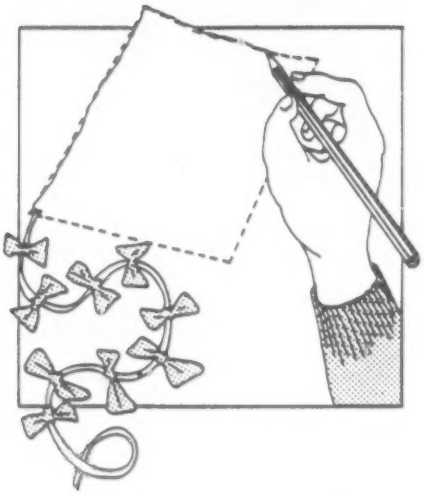
Enrichment Variations

1. Paint pictures and write language experience stories about the space walk. Display in sequence.

2. Introduce music "The Planets" by Holst.

3. Make "Silly Space Monster" puppets.

4. Have students try doing different tasks backwards.



LAP Item:
Pre-Writing
No. 18
Traces diamond-shaped pathway

Kite Flying

Students will pretend they are kites while moving around the diamond-shaped pathway. Afterwards, the students will trace a diamond-shape on construction paper and make it into a kite.

Related Skills

Motor: To increase skill in walking on designated path.

Cognitive: To understand the concept of a diamond.

Language: To name different types of body movements.

Social: To participate in moving in line with peers on a designated path.

Materials

Kite (traditional diamond shape). Large diamond-shaped pathway taped on floor, 18" x 24" colored construction paper with large dotted diamond-shape, yarn, scraps of paper or material for kite tails, scissors, glue

Procedure

Motivator: Have students seated in large group area. Present kite and let them describe it (color, shape, tails, frame, what it does). Call students' attention to diamond-shape and discuss characteristics of diamond (four sides, 2 long-sides, 2 short sides, and how it is shaped).

1. Tape large diamond-shaped pathway on floor. Have students stand with adequate movement space on pathway.

2. Tell students to pretend they are kites getting ready for take-off (students stoop down). Continue narrating kite flying adventure. Encourage student input. Suggest different types of movement with various body parts, fast/slow movements, or up/down movements.

3. Afterwards, have students seated at tables. Give each student construction paper with diamond-shaped design. Have students trace diamond-shape, cut it out, and proceed to make their own kites. Yarn and scrap paper or material can be used for tails.

4. Display on windows.

Suggested Modifications

Hearing-impaired: Use kite to demonstrate dramatization for student as activity is performed.

Mentally-handicapped: Demonstrate and help student complete each step of making their kite before going on to the next step. Pre-cut yarn and shapes for tail.

Physically-handicapped: Provide a helmet for protection for the student with poor balance skills. Have him/her be the pilot.

Speech-impaired: Present the */d/* (diamond) sound giving attention to the teeth and tongue positions.

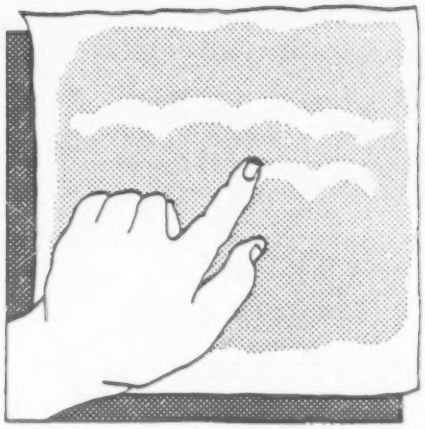
Visually-impaired: Have student feel the kite and diamond models. Put a bump at each corner of the diamond pathway so the student will know to change directions. Make diamond-shape on construction paper with glue so student can feel edge for cutting.

Enrichment Variations

1. Write language experience stories about the kite adventures.

2. Sing the song "Let's Go Fly A Kite."

3. Make different size kites and display from small to large.



LAP Item:
Pre-Writing
No. 20
Finger paints using fingers, hands, and arms

Busy Bee

Students will dramatize the adventures of a "busy bee" through finger painting with their fingers, hands, and arms.

Related Skills

Motor: To increase coordination of fingers, hands, and arms.

Cognitive: To understand associations of an animal (bee) and its environment.

Language: To develop skill in telling a story without picture cues.

Social: To work in a defined area independently.

Materials

Pictures or models of bees, finger paints, large sheets of finger-painting paper (or another slick surfaced paper like wax paper)

Procedure

Motivator: Have students seated in large group area. Show pictures and/or models of bees. Discuss where they live, what they do, and how they move. Have students stand with adequate movement space and pretend they are bees. Have students buzz and suggest movements bees might make.

1. With students seated at tables, distribute finger-painting paper and 1-2 tablespoons of finger paint. Moisten paper.

2. Group leader starts dramatization by having students close their eyes and pretend their hands and fingers are bees buzzing through the forest. Suggestions for starting the story: "Then, oops, the bees landed on the grass (start finger painting with fingers). All of a sudden as they buzz around and run into a tree (arm becomes tree.) Then as they start buzzing around again, they land on a flower (fingers move)."

3. Have students participate as much as possible in making suggestions as to where the bees are going. Encourage a variety of bee movements and descriptions of bee environments.

4. After the pictures dry, display "Busy Bee" adventures.

Suggested Modifications

Hearing-impaired: Repeat hand signals and word for bee several times, facing student. Have student feel vibrating throat of person making a buzzing sound so he/she can try to make the buzzing sound.

Mentally-handicapped: Demonstrate how to use finger paints with fingers, hands, and arms before starting activity. Do fewer images and repeat the same 3 or 4 movements.

Physically-handicapped: Have arthritic student soak hands first to allow for more flexible movements.

Speech-impaired: Have student focus on the correct tongue and teeth position for /*b*/ and teeth position for /z/, as in "buzz."

Visually-impaired: Texture the finger paint with sand for greater tactile sensation and have the child feel the edge of the paper before starting to get a sensation of spatial boundaries.

Enrichment Variations

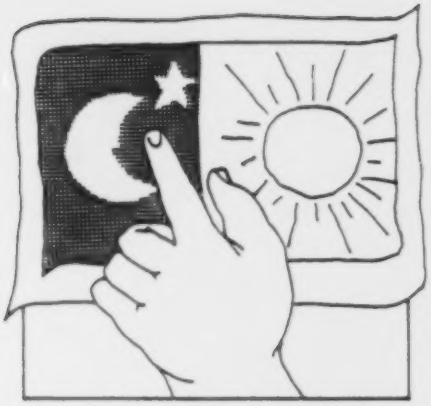
1. Play "Flight of the Bumblebee" song as students do dramatization.

2. Make paper bag bee puppets and do a play with them.

3. Do giant "Busy Bee" murals as a group together activity.

4. Repeat activity with other animals such as birds, fleas, spiders, etc.

5. Have "Busy Bees" go different places such as to the beach, to a city, to the country, etc.



LAP Item:
Cognitive
No. 38
Points to pictures of daytime and nighttime

Night and Day

Students will stand in a circle and take turns pantomiming either a daytime or nighttime activity. The other students will try to guess what the activity is. The student who guesses correctly will point to the appropriate picture.

Related Skills

Motor: To increase ability to move facial muscular groups for desired expressions.

Cognitive: To discriminate between nighttime and daytime activities.

Language: To pantomime definitions of daytime and nighttime activities.

Social: To increase confidence in performing for other students.

Materials

Large pictures of daytime and nighttime

Procedure

Motivator: Have students seated in large group area. Present a picture of daytime. Have students describe daytime and tell activities that are done during the day. Include the concepts of sun and daylight. Repeat for nighttime including the concepts of moon, stars, and darkness.

1. Have students stand in a circle. Display a daytime and nighttime picture in the front of the circle.

2. Have one student pantomime a daytime or nighttime activity.

3. Have the rest of the class try to guess the activity. The student who guesses correctly points to the appropriate picture (day or night). Repeat with the next student.

Suggestion for nighttime activities include: going to bed, putting on pajamas, driving a car with lights on, turning the lights on in the house, using a flashlight.

Suggestions for daytime activities include: eating meals, mowing the lawn, going to school, dressing, playing outside, wearing sunglasses.

Suggested Modifications

Hearing-impaired: Have a daytime and nighttime picture for students to hold up during guessing game.

Mentally-handicapped: Introduce one concept at a time (daytime only, nighttime only). Combine both concepts after students have a clear understanding of each.

Physically-handicapped: Provide props, such as a pillow, to represent nighttime and sunglasses to represent daytime for a student with very limited movement to use in place of pantomime.

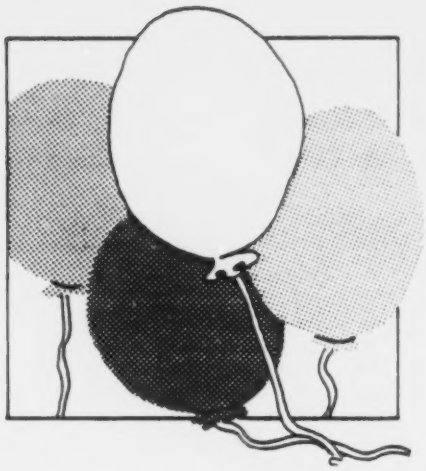
Speech-impaired: For the student who understands the activity but has limited verbal skills, expand the words night and day into phrases such as "sleep at night" and "eat during day."

Visually-impaired: Verbally describe activities being pantomimed for student.

Enrichment Variations

1. Fold a piece of drawing paper in half. On one half have the student draw a daytime picture. On the other half have the students draw a nighttime picture. Label and write about the pictures.

2. Cut out daytime and nighttime pictures from old magazines to make collages. The daytime collage could be pasted on a sun and the nighttime collage on a moon.



LAP Item:
Cognitive
No. 52
Names 4 colors

Balloon Blow-Up

Students will pretend they are balloons and dramatize inflating and deflating themselves as balloons when their color is requested.

Related Skills

Motor: To increase skill in muscular movement of arms and legs while lying down on the floor.

Cognitive: To understand the concepts of bigger (inflate) and smaller (deflate).

Language: To be able to answer "what if" questions about inflating and deflating balloons.

Social: To increase skill in cooperating with peers in doing a make believe activity on cue.

Materials

Red, yellow, blue, and green balloons

Procedure

Motivator: Have students seated in large group area. Present the four balloons (deflated). Have students tell the color of each balloon. Introduce the word "deflated" and discuss its meaning. Blow up or have a student blow up the red balloon. Introduce the word "inflate" and discuss its meaning. Repeat for each balloon naming the colors and using the words "inflated" and "deflated" as often as possible.

1. Have students lie down on the floor with adequate movement space. Tell them they are going to pretend to be balloons. Assign each student one of the four colors used in the motivator.

2. Begin by telling the students they are flat balloons waiting to be blown up. Tell them there is a huge hose attached to each of them so they can be blown up to fill the room with beautiful balloons.

3. Gradually have all the balloons (students) inflated. Then tell them the hose slipped and the air escaped so they are all deflated again.

4. Hold up red balloon and have all red balloons (students) inflate themselves.

5. Repeat for other colors until all are inflated.

6. Then have the balloons (students) deflate one color at a time. Repeat as desired showing real balloons for color identification.

7. The activity can be ended by having balloons slowly deflate back to the floor one color at a time.

Suggested Modifications

Hearing-impaired: Have student feel air from balloon when it delfates. Have student blow up a balloon to understand concept of inflate. Make hand signal cues for inflate and deflate to use while doing activity.

Mentally-handicapped: Have student fill up jaws with air to understand idea of inflate and let it out for idea of deflate. Start activity using two colors. Add third and fourth color after students have learned the first two colors.

Physically-handicapped: Have the student who uses a wheelchair be the official balloon holder. He/she can deflate and inflate real balloons as appropriate during the activity.

Speech-impaired: Have students practice blowing air out and sucking air in using the correct lip formation, as in the /w/ sound.

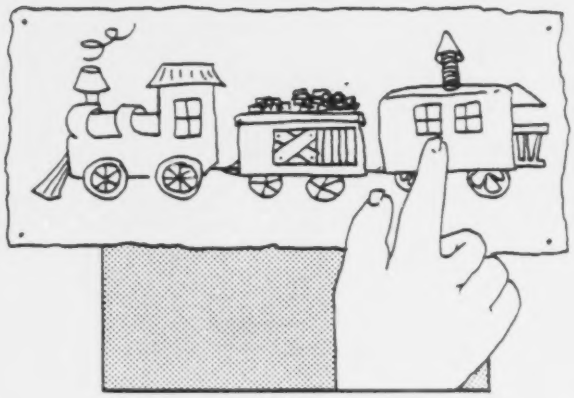
Visually-impaired: Have student with some sight feel inflated and deflated balloons. Have student blow up balloon and feel air as it deflates. Associate colors with items that are usually that color. For example: red-cherries; blue-sky; yellow-banana; green-grass.

Enrichment Variations

1. Make "balloons" of the four colors in art. Draw a black circle outline and cover the inside with tissue paper. Add string and display in window.

2. Take an imaginary balloon trip and draw a picture about it afterwards.

3. Play a game of trying to keep the four balloons in the air without touching the ground.



LAP Item:
Cognitive
No. 58
Points to picture of last in line

Caboose

Students will stand in line and pretend they are cars on a train. As the cars bump into the engine, the engine (first person) goes to the end of the line and becomes the caboose. Afterwards, students will point to the last item on each of the pictures presented.

Related Skills

Motor: To increase muscular control of legs by walking, slide walking, running, and using wide steps.

Cognitive: To increase understanding of the concepts of first, last, and in between.

Language: To identify items on pictures which are first, last, and in between.

Social: To participate in a group activity taking turns being first and last.

Materials

Paper or toy model of a train, pictures of rows of objects

Procedure

Motivator: Have students seated in large group area. Present the paper or toy model of a train. Ask a student to point to the first car. Discuss the concept of first and that the engine on a train is first. Ask a student to point to the last car. Discuss the concept of last and that the caboose on a train is last. Tell the students all the other cars are in between the first and last car. Discuss in-between.

1. Have students stand in a line facing the same direction. Tell the students they are going to pretend they are a train traveling through the mountains. Tell them everytime they go down a mountain the cars bump into the engine and knock it off so that it becomes the last (the caboose).

2. Start the train trip slowly having the students describe the mountain scenery and how the train is moving. Make train noises as the train moves.

3. Each time they go down a mountain and the first car gets bumped off, ask the students where it goes (to the end - last) and what its name becomes (caboose).

4. Have students come to their destination and sit in the large group area.

5. Present several pictures of items in a row one picture at a time. Have students take turns pointing to the last item.

Suggested Modifications

Hearing-impaired: Isolate each concept carefully and sign first, last, and in between when appropriate.

Mentally-handicapped: Concentrate on one concept starting with last. Repeat examples of last as many times as possible. Play the game with last until it is mastered, then move on to the other concepts.

Physically-handicapped: Have another student be responsible for pushing a wheelchair student through the train line.

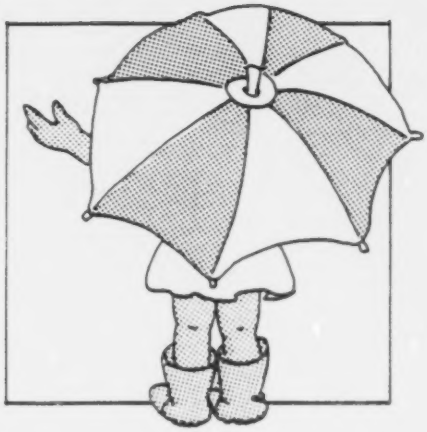
Speech-impaired: Present the */ch/* sound made by trains emphasizing the position of the lips and teeth.

Visually-impaired: Have student feel train model starting with engine and continuing to the caboose while explaining concept of last. When student has his or her turn to be bumped to end of the train during the activity, have him/her walk near other students so he/she will know where the end is.

Enrichment Variations

1. Do activity around other subject areas — picking flowers, swimming fish, or eating hamburgers.

2. Have students make trains out of milk cartons in art.



LAP Item:
Cognitive
No. 64
Describes the weather

Guess the Weather

Pairs of students will take turns dressing up in props which depict a certain type of weather and pantomiming an activity done in that type of weather. The other students will describe the type of weather represented and the activity being pantomimed.

Related Skills

Motor: To increase ability in moving all body parts as needed for pantomime.

Cognitive: To increase skill in associating objects with a specific subject (weather).

Language: To name common weather words.

Social: To increase confidence in performing for others.

Materials

Props for different types of weather:

Rainy -	umbrella, rain hat, rain coat, boots, etc.
Hot/Sunny -	shorts, sandals, swimming equipment, sunglasses, etc.
Cold/Snowy -	coat, scarf, gloves, boots, etc.

Procedure

Motivator: Have students seated in large group area. Hold up an umbrella and ask why it would be needed. Discuss rainy weather. Repeat for other types of weather.

1. Select a pair of students to leave the room and put on props for one type of weather. They also need to decide on an activity to do in that type of weather.

2. Have students return to room and start pantomime.

3. Have other students describe the type of weather depicted by the props and what the activity is. Encourage students to give detailed descriptions. Ask how the sky looks, what the temperature is, how the trees look, what season it is, if there is any precipitation, if there is wind, etc.

4. Repeat procedure with different pairs of students.

Suggested Modifications

Hearing-impaired: Display pictures which illustrate the types of weather in the activity. Point to them as needed during the activity to cue the student.

Mentally-handicapped: Limit the activity to one or two types of weather. Repeat and contrast likenesses and differences as many times as possible.

Physically-handicapped: Make sure to include props which can be held or placed securely for the severely handicapped students.

Speech-impaired: Provide uninterrupted times for the stutterer to answer questions.

Visually-impaired: Use fewer props which are disctinct in their association with different types of weather. Let student feel the props used in the activity.

Enrichment Variations

1. Center the activity around the four seasons.

2. Have students paint or draw pictures about the weather.

3. Make weather vanes out of straws.

LAP Item:
Language
No. 21
Answers one question regarding physical needs

Daisy Dinosaur's Birthday

Students will participate in telling a felt apron story by answering questions regarding Daisy Dinosaur's physical needs.

Related Skills

Motor: To increase skill in using large muscle groups.

Cognitive: To associate objects with specific rooms in a house.

Language: To verbalize the function of objects.

Social: To increase skill in listening attentively to a story and participating with peers to create a complete story.

Materials

Felt story apron, felt Daisy Dinosaur, felt birthday cake, felt items such as toothbrush, toothpaste, soap, sink, washcloth, bed, pillow, blanket, food items, utensils, table, chair, etc.

Procedure

Motivator: Have students seated in the large group area. Present Daisy Dinosaur on the story apron and discuss characteristics (color, body parts, how she moves). Tell the students that today is Daisy's birthday and she needs their help in finding objects around the house because she's so excited about her birthday that she keeps forgetting where things are.

Before starting the story, place items in the right pocket in sequential order. As the story progresses, move items out of the right pocket to the felt apron story board and into left pocket when finished with each item. Encourage students to answer questions using lead-in sentences and giving helpful hints as needed. Have students use body movements to demonstrate use of items such as pretend toothbrushing.

Story: Daisy Dinosaur's Birthday

Today is Daisy Dinosaur's birthday. She will be four years old today. How old are you? This morning when Daisy got out of bed, she was so excited that she couldn't find anything. Will you help her? Daisy went into the bathroom and started to wash her face. She couldn't remember what she needed. What do you think she needs? (Soap, washcloth, towel, sink.) (Bring out items as they are named or show one item and ask what else is needed. Ask what they are used for as presented and have students demonstrate.) Daisy says thank you. Her face feels much better. Now she wants to brush her teeth. She found her toothbrush. What else does she need? (toothpaste) Right. Here goes Daisy brushing her teeth. "1-2-3, jiggle, jiggle, jiggle." Let's all pretend we are brushing our teeth with Daisy. "1-2-3 jiggle, jiggle, jiggle." Now Daisy will eat breakfast. What does she need? (same) Yum, that was good. Daisy went to school for the rest of the day. (Use school items if desired.) When she returned home, it was time for her party. What do you think she had. (same) Wow! Look at her birthday cake. It's beautiful! How many candles does it have? Now it's time for Daisy to go to bed. What does she need? (same)

Daisy says thank you for helping her find everything she needs to have a wonderful birthday. Bye!

Suggested Modifications

Hearing-impaired: Make sure the student can see the front of the apron. Sign name of items as they are presented.

Mentally-handicapped: Use one item per situation: one kitchen item; one bathroom item, etc. Tell students the name of the item and ask them to describe what it is used for by Daisy. Prompt as needed.

Physically-handicapped: Encourage the student who uses adaptive equipment for his/her physical needs to share these items or pictures of these items with his/her classmates.

Speech-impaired: Model the pronunciation of the objects for those students with stuttering and other speech difficulties.

Visually-impaired: Present three dimensional models for students to feel during the story. Encourage students to tell use of these items.

Enrichment Variations

1. Have students make a picture of their day including items which are needed for bathing, eating and sleeping.

2. Act out Daisy's story or tell it with puppets.

3. Make dinosaur paper bag puppets.

4. Make dinosaurs out of clay. Start with a small and a large ball. Make fat snake legs, a long snake tail and a snake piece for neck. Display in a dinosaur environment inside a cardboard box.

LAP Item:
Language
No. 27
Responds to how and where questions

Gingerbread Man Hunt

Students will make a gingerbread man who runs away. They will be introduced to their new school and its staff by going on a hunt to look for the gingerbread man.

Related Skills

Motor: To increase skill in pouring, stirring, and grasping.

Cognitive: To understand the sequence of a story.

Language: To verbalize major facts of a story.

Social: To work as a group in a problem-solving situation.

Materials

Book of "The Gingerbread Man," large posterboard gingerbread man with recipe written and pictured on it, cooking utensils, and ingredients for making a gingerbread man

Procedure

Motivator: Have students seated in the large group area. Present the large gingerbread recipe. Ask students who has ever eaten a gingerbread man and discuss how it tastes and smells. Tell the students they will make a gingerbread man after they hear the story.

1. Read the story encouraging student participation. For example, have the students say the rhyme, "run, run, fast as you can . . ."

2. Review the sequence of gingerbread man recipe with students.

3. Make the gingerbread man having each student help with some part of the cooking experience. Present how and where questions to students while making the gingerbread man.

4. Have one or two students help take the gingerbread man to the oven.

5. After enough time has passed, have one or two students go with the teacher to get the gingerbread man. (Arrange for someone to have already taken it out of the oven and hide it.) He's run away! Have students go back to the room and ask the other students to help find him.

6. Divide the class into two or more groups. Go on a hunt to look for the gingerbread man. Make sure to arrange visits to various places in the school and inform other staff members to ask appropriate how and where questions.

7. The children will go from place to place looking for the gingerbread man and responding to how and where questions about the story.

8. Have the students return to the room and find the gingerbread man waiting for them as a cookie again. (Pre-arrange for someone to take it into the room while the children are gone.) Then enjoy eating it!

Suggested Modifications

Hearing-impaired: Use the storybook pictures to demonstrate to the student that the gingerbread man has run away and needs to be found.

Mentally-handicapped: Have ingredients pre-measured for gingerbread man cookies to facilitate participation. Streamline the story and limit the number of places on the hunt and number of questions asked.

Physically-handicapped: For the student with limited grasping skills, provide a wristband to assist with holding a spoon for stirring.

Speech-impaired: Present the soft /g/ sound in various pitches. Make a game or repetitive soft /g/ sounds to imitate the gingerbread man running.

Visually-impaired: Have a student feel the outline of a small gingerbread man cookie cutter (top part). Have the student taste the batter before it is cooked. Provide a student partner for the hunt to assist with walking and directional information.

Enrichment Variations

1. Make gingerbread man dolls out of paper and display on a school map which indicates the places visited.

2. Draw or paint pictures of where the gingerbread man went and display in sequence.

LAP Item:
Language
No. 30
Pantomimes definitions of words

Holiday Guessing Game

Students will take turns choosing a labelled holiday object out of a holiday mystery bag and pantomime its name while his/her classmates try to guess the answer.

Related Skills

Motor: To increase large muscle movement of body parts.

Cognitive: To match related pictures.

Language: To name holiday items.

Social: To perform for peers.

Materials

Decorated mystery bag for each holiday, holiday pictures, name cards for holiday pictures, labelled items for various holidays such as: Halloween (ghost, pumpkin, bat); Thanksgiving (pilgrim, Indian, turkey); Winter Holidays (Santa, reindeer, candle)

Procedure

Motivator: Have students seated in the large group area. Present pictures of the holiday being studied. Have student point to and name holiday pictures. Place name cards under each picture as it is named. Review after all are completed.

1. Have students stand in a circle facing away from the center. Place holiday mystery bag in the middle.

2. Choose one student to pick an item from the bag and give it to the group leader before the others turn around.

3. The student pantomimes that item until it is guessed.

4. The student shows the item to everyone and all participants pantomime that item and say its name.

5. The student who guessed correctly makes the next choice. Repeat until all items are used.

Suggested Modifications

Hearing-impaired: Provide pictures of the objects in the holiday bag for the student to hold up when identification of objects is needed.

Mentally-handicapped: Use only three items for each holiday. Use the same items in the motivator (pictures) and during the game.

Physically-handicapped: Provide a partner for students with limited muscle control to help position his/her body in pantomime positions.

Speech-impaired: Model names of holiday items encouraging the students to pronounce the beginning sound as modeled.

Visually-impaired: Provide familiar holiday items and an opportunity for the students to explore them before the game begins.

Enrichment Variations

1. Play the game using other themes such as community helpers.

2. Play holiday songs and have students dramatize them.

3. Make holiday items out of playdough and decorate with paint.

4. Make holiday cookies of items used in game.

LAP Item:
Language
No. 37
Requests 1 item from store clerk

Grocery Store

Students will recite a poem inserting the name of body parts and requested foods while pretending to be going to the grocery store.

Related Skills

Motor: To increase skill in manipulating large muscle groups.

Cognitive: To understand the relationship of eating food to body growth.

Language: To name foods and body parts from memory.

Social: To cooperatively participate in a dramatic game and be the student leader when needed.

Materials

Grocery store front (could be table with a sign), store clerk apron, empty food containers, models or pictures of foods, grocery bag

Procedure

Motivator: Have students seated in the large group area. Present grocery bag with several food models or pictures inside. Have one student pick an object or picture and tell its name.

1. Place the models or pictures in the grocery store. Tell the students that they are going to pretend to be going to the grocery store.

2. Choose one student to be the store clerk and have him/her put on the apron.

3. With students standing and patting their legs rhythmically, teach the following poem, one line at a time:

I'm going through the door
To the grocery store

I'm going to grow
From head to toe

And for my *(body part)*

I'll have some *(food)*

4. After students have learned poem, choose one student at a time to take the grocery bag to the store and buy a food. He/she needs to tell the rest of the class ahead of time so they can recite the poem together. Have students point to the appropriate body part each time. They may also want to dramatize the rest of the poem. Repeat.

Suggested Modifications

Hearing-impaired: Teach the poem with visual cues to the mildly hearing-impaired students ahead of time so he/she can participate with confidence.

Mentally-handicapped: Present fewer food items and recite the poem for the students having them name body parts and foods only.

Physically-handicapped: For the student who wears braces, place the grocery bag on a table top for easier accessibility.

Speech-impaired: Model the hard */g/* sound encouraging students to imitate the sound and calling attention to the back tongue position.

Visually-impaired: Tape or present a specific guide (edge of rug) so the student can walk to the store independently.

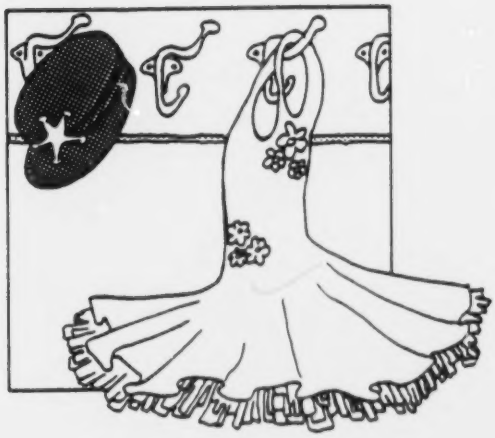
Enrichment Variations

1. Have student go to the grocery store different ways such as walking backwards, walking sideways, hopping, running, skipping, or galloping.

2. Visit a grocery store and look for foods from each food group.

3. Request only specific types of foods from each food group or foods that begin with a specific letter.

4. Change the activity to include visiting other types of stores.



LAP Item:
Self-Help
No. 11
Hangs clothing on hook

Costume Party

Each student will choose a piece of clothing from the mystery box, tell who might wear it, and act out a movement which represents that person. The other students will repeat the movement. The student will then hang the piece of clothing on a hook.

Related Skills

Motor: To increase skill in reaching, grasping, and putting on an object.

Cognitive: To understand the concepts of first/last, between, ordinals, and counting.

Language: To name people of different occupations and careers.

Social: To increase skill in performing for others.

Materials

Rack with hooks, pictures of people in different occupations. Large decorated cardboard box with assorted pieces of clothing that represent different careers and occupations (such as dancer, fire fighter, police officer, farmer, artist, or cook)

Procedure

Motivator: Have students seated in large group area. Hold pictures of different people in a fan shape with the backs of the pictures facing the student. Have a student choose a picture, tell what the person's occupation is, and what the person would do in this job. Repeat.

1. Have children stand in a circle with adequate movement space. Place mystery box in middle of circle and rack with hooks in the front of the room.

2. Tell students to pretend they are going to a costume party.

3. Have one student (with eyes closed) pick a piece of clothing from the mystery box and put it on. He/she tells the class what that person represents and demonstrates what the person does. Accept whatever role or occupation that the child chooses.

4. The other students act out movements of that person.

5. The student then puts the clothing on a hook and the procedure is repeated.

Suggested Modifications

Hearing-impaired: Have pictures as cues and give word and hand signals for each costume/occupation.

Mentally-handicapped: Limit number of persons represented to 2 or 3 with lots of costume pieces for those persons.

Physically-handicapped: Use loose fitting clothing that would be easier to put on. If a child is in a wheelchair, use clothing that goes above the waist such as coats, ties, hats or belts. For immobile students, bring the mystery box and hook rack to the student.

Speech-impaired: Have a student with limited verbal skills say part of the word represented by the costume. Help as needed.

Visually-impaired: Limit number of people represented and have costume pieces which are uniquely identifiable (firehat, tie, tutu, stethoscope). Tape paths on floor to the box and hook rack.

Enrichment Variations

1. Have one item for each student. Let the students be that person for the day. Provide several opportunities for putting the item on and off hook.

2. Leave items on the hook rack in the dramatic play area.

3. When using hook rack, give specific directions as to what hook to use (first hook, last hook, middle hook).

4. Have a costume party parade.

LAP Item:
Self-Help
No. 23
Puts on shoes
(often on incorrect feet)

Goody Two-Shoes

Each student will put on a pair of shoes at the end of the poem and dramatize the type of person he/she thinks would wear those shoes until the group leader calls "freeze."

Related Skills

Motor: To increase skill in walking around the room in various ways.

Cognitive: To understand the concepts of on/off, pair, stop/start.

Language: To follow directions in sequence.

Social: To participate according to the rules of a game (stop and start on cue, moves on cue).

Materials

Assorted pairs of shoes in large sizes (one pair for each child)

Procedure

Motivator: Have students seated in the large group area. With three or four pairs of shoes, have students demonstrate how to put on shoes.

1. Have students stand up and teach poem:
   "Shoes, shoes,
   Anything goes
   Tell me where to put my toes"
   (point to feet)

2. Place pairs of large shoes around room spaced apart from one another.

3. Have students chant poem and move toward a pair of shoes.

4. At the end of the poem, each child chooses a pair of shoes, puts them on, and dramatizes the type of person he/she thinks would wear those shoes. Encourage students to verbalize descriptions of who they are.

5. Group leader says "freeze." Students take off those shoes and get ready to repeat procedure with another pair of shoes.

Suggested Modifications

Hearing-impaired: Have student clap and/or count to ten instead of learning poem. Give hand signal as cue to "freeze."

Mentally-handicapped: Group leader can say poem for student while they find shoes.

Physically-handicapped: For a student who is immobile, have an adult helper bring different pairs of shoes and assist with putting them on when needed. A three-sided chair would give extra support.

Speech-impaired: Model the */sh/* sound, as in shoe. Call attention to the position of the lips and teeth.

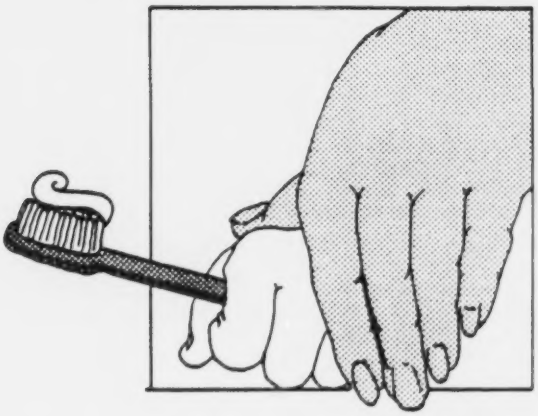
Visually-impaired: Give student a specific movement area such as a rug in which he/she can find the shoes.

Enrichment Variations

1. Have students draw a picture of himself/herself in their favorite pair of shoes and write a language experience story.

2. Chant the poem in different ways — fast, slow, loud, soft, tiny voice, or deep voice.

3. To teach putting shoes on the correct feet, make a dot on all right shoes.



LAP Item:
Self-Help
No. 25
Brushes teeth with assistance

Timothy Tooth

Students will participate in a puppet story about brushing teeth. At the end of the story, everyone will practice brushing their teeth.

Related Skills

Motor: To increase ability in grasping and coordinating objects with hand.

Cognitive: To discriminate which objects are needed for brushing teeth.

Language: To increase skill by giving appropriate responses while doing puppet story.

Social: To participate in doing puppet story as puppeteers or audience.

Materials

Large toothbrush (one can be made from cardboard and construction)
Paper Bag Puppets:

Tooth:	Timothy	Washcloth:	Walter
Fork:	Freddy	Toothpaste:	Tasty
Comb:	Cathy	Toothbrush:	Tammy
		Plaque:	Monster

Procedure

Motivator: Have students seated in large group area. Introduce Timothy Tooth puppet (group leader/narrator will be Timothy). Tell the students he needs their help in learning how to brush his teeth.

1. Select one student for each of the other puppets. Have them stand in line (in order of the story — Timothy Tooth, Plaque Monster, Cathy Comb, Walter Washcloth, Freddy Fork, Tasty Toothpaste, Tammy Toothbrush).

2. Have the rest of the class seated as the audience and let them know they will need to help with the story as well.

3. Narrate the following story encouraging student participation whenever possible.

Story:

"This is the story of Timothy Tooth (Timothy takes a bow). One day Timothy Tooth felt a lot of sticky stuff called plaque on himself and decided he wanted to get it off. (Have Timothy describe how it felt). He tried to get it off with his tongue but it wouldn't come off. (Have Plaque Monster come out and introduce himself). "I'm the Plaque Monster (mean laugh) and I love to eat teeth!" (Audience can hiss when Plaque Monster appears.) Have Plaque Monster talk about eating teeth and leave. Timothy decides to go to the store to find something to help him clean away the plaque. First he saw Cathy Comb. (Have Cathy come out and say hello). Timothy asked Cathy if she would help but Cathy explains she is combing her hair. (Let students make up dialogue). Timothy goes on down the aisle and sees Walter Washcloth. (Repeat procedure). Timothy goes down the aisle further and sees Freddy Fork. (Repeat procedure). Freddy points to Tasty Toothpaste. (Tasty comes out). Tasty says she will help and jumps on Timothy. (Have Plaque Monster scream and run away.) But Tasty and Timothy can't get all the plaque off. Then Tammy Toothbrush jumps on Timothy Tooth and starts brushing away the plaque. Timothy says he needs help from everyone and asks the audience if they will help him.

4. Pass out toothbrushes to each student. Everyone practices brushing their teeth with Timothy. Timothy goes around and makes positive comments about brushing.

5. Include poem:
   1 - 2 - 3 (back and forth movement)
   Jiggle, jiggle, jiggle (up and down movement)

Suggested Modifications

Hearing-impaired: Sign story as much as necessary. Pre-determine visual cues with students such as a red flag for a disapproving face or a green flag for a happy face.

Mentally-handicapped: Group leader can narrate most of the story in simplified version giving a lot of structure to help students participate.

Physically-handicapped: Have student use a cloth puppet which is easier to manipulate.

Speech-impaired: Encourage students with limited verbal skills to expand sounds into word or words into sentences as appropriate.

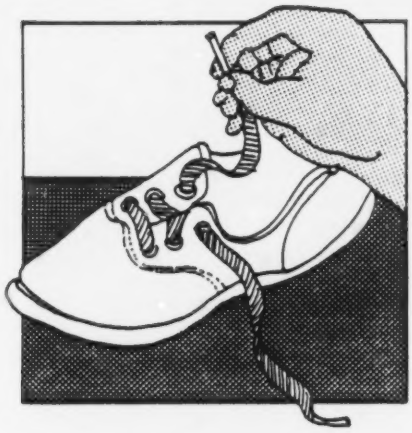
Visually-impaired: Have real items (comb, toothbrush, washcloth, fork, toothpaste) available for student to feel.

Enrichment Variations

1. Have students make "Timothy Tooth" paper bag puppets.

2. Provide mirrors for students to look at themselves while practicing brushing their teeth.

3. Sing "This is the Way We Brush Our Teeth" to the tune of "Here We Go Round the Mulberry Bush."



LAP Item:
Self-Help
No. 41
Lace Shoes

Sneaky Snake

Students will lace shoe while participating in creating a story about the "Sneaky Snake" (lace) with the group leader

Related Skills

Motor: To increase skill in grasping and manipulating string through holes.

Cognitive: To understand the concepts of in/out, through, over/under.

Language: To increase skill in giving descriptions including colors, size, shapes, locations, objects.

Social: To participate in make-believe activities with peers.

Materials

One shoe and lace per child (to stiffen end of lace, dip in glue and allow to dry)

Procedure

Motivator: Have students seated in large group area. Present a shoe (without a lace) and a lace. Demonstrate how to lace the shoe. Ask students to contribute suggestions in lacing shoe.

1. Give each student a shoe and a lace.

2. Tell them to hold their laces in the air and pretend it's "Sneaky Snake" looking for his dinner. Explain that Sneaky has a lot of trouble finding his dinner and needs their help.

3. As everyone starts lacing the shoe with "Sneaky Snake," narrate the story having students give suggestions such as going through tunnels, in caves, animal houses, tree trunks or logs, over bushes, flowers, rocks, trees, or jumping over water. Stimulate descriptions by asking colors, shapes, sizes, and locations.

4. As shoes are laced, Sneaky finds his dinner and eats it.

Suggested Modifications

Hearing-impaired: Make sure student is facing group leader and can see shoe clearly. Give pictures to student to use as input. He/She should be encouraged to say the name or give the hand signals for the pictures.

Mentally-handicapped: Divide the lacing task into sections. Start with putting the lace in one hole. Then have student lace in random sequence. Consider teaching the skills in reverse order (lace all but one hole, then all but 2, then 3, then 4).

Physically-handicapped: Cut holes off of an old shoe leaving 1 to 4 holes to lace according to the student's physical ability. Or, use a lacing card with 1 to 4 holes so the student does not need to struggle with holding the shoe.

Speech-impaired: As students are lacing their shoes, insert opportunities to say the /s/ sound as often as possible.

Visually-impaired: Give student a lacing card in the shape of a foot with 2-4 large holes. Student may lace in random order at first and work toward a definite lacing style.

Enrichment Variations

1. Make "Sneaky Snakes" out of clay or playdough.

2. Make a picture and write a language experience story of Sneaky's adventure.

3. Trace around each child's foot on linolium, cut it out, punch holes for laces, and have students use for lacing and tying practices.

LAP Item:
Personal/Social
No. 12
Take turns

News at Noon

Students will take turns using a microphone to relate "show and tell" experiences after they have been introduced by the "news commentator."

Related Skills

Motor: To grasp and hold object as needed.

Cognitive: To understand events experienced and re-tell to others.

Language: To increase use of descriptive language in sharing an object or event with peers.

Social: To increase listening skills when peers are talking.

Materials

Microphone, hat for "news commentator"

Procedure

Motivator: Have students seated in the large group area. Present the microphone and hat. Discuss the function of a microphone and how news programs operate on TV.

1. Have students get their show and tell items and return to the circle.

2. Tell students they are to pretend they are guests on a news program. The commentator will call them up to share their show and tell experience one at a time.

3. Proceed until each person has had a turn.

Suggested Modifications

Hearing-impaired: Have the student be in charge of the microphone controls so he/she will be strategically situated by the speaker which may stimulate his/her residual hearing capacities.

Mentally-handicapped: Make sure each student has an object to share to help his/her peers understand the subject matter discussed. You may want to provide an object or use an art project as a sharing device.

Physically-handicapped: For the student who has limited mobility, have the news commentator go "on the road" to do an interview so the student can participate from his/her place.

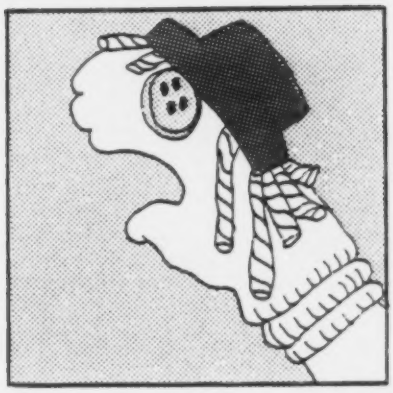
Speech-impaired: Have the student who stutters be one of the first to participate so he/she can have ample time to speak when peers are fresh and have longer attending skills.

Visually-impaired: Encourage peers to describe objects in greater detail for the benefit of the visually impaired student.

Enrichment Variations

1. Do different types of "News at Noon" shows around subject matters such as units of study, letters, numbers, or shapes.

2. Make language experience stories about show and tell items. Have students draw a picture of their stories.



LAP Item:
Personal/Social
No. 18
Performs for others

Meet the Sock Family

Students will participate in a sock puppet presentation comparing likenesses and differences of family members.

Related Skills

Motor: To develop skill in using fingers, hands and wrist movements.

Cognitive: To recognize likenesses and differences of families.

Language: To verbalize details in describing people and puppets.

Social: To participate as requested in using a puppet for a demonstration with peers.

Materials

Sock puppets to represent:

Big Daddy	Sally and Susie (twins)
Big Mamma	Freddy
Granny	

Pictures of different types of families

Procedure

Motivator: Have students seated in the large group area. Present an array of family pictures face down on floor. Have students take turns choosing a picture, discussing who is in each family, and how they are alike or different.

1. Tell the students they are going to meet a sock family. Choose one student for each puppet (except Big Mama) and have the students hold the puppets behind their backs until their turn occurs. Group leader will be Big Mama.

2. Tell other students you need their help in answering questions about how the sock family is alike and different.

3. Start narrating the story: Suggestions are:

Big Mama: Hi! I'm Big Mama. I brought my family to visit you today. Would you like to meet them? Well, first of all who can tell me what color my hair is? (Repeat for eyes.) I'd like you to meet my husband Big Daddy and here he is.

Big Daddy: Hi! I'm happy to see you boys and girls today. (Talk about where they live.) Hey, do I have the same color hair as Big Mama? Do I have the same color eyes? Well here comes Susie and Sally, my daughters.

4. Introduce all other characters in a similar fashion comparing likenesses and differences with the audience telling the answers.

Suggested Modifications

Hearing-impaired: For the severely hearing-impaired student, bring each puppet to the student so he/she can point to the correct facial feature during the activity.

Mentally-handicapped: Use three family member puppets (mother, father, child). Incorporate other family member puppets as students are ready to expand this concept.

Physically-handicapped: Provide a wristband to help hold the puppet in place for the student with limited grasping ability.

Speech-impaired: For the student with a voice disorder, model different pitched voices for each family member. Have student imitate similar voice. Call attention to high and low pitches and how they are made.

Visually-impaired: Provide family doll models for students to feel. Have student compare sizes and shapes of facial features.

Enrichment Variations

1. Have students make a sock puppet of themselves or a family members.

2. Make simple families out of rocks or playdough to compare features and shapes such as eye color or hair color.

3. Paint family portraits and write names below each family member.

LAP Item:
Personal/Social
No. 23
Participates in dramatic make-believe play

Goldilocks and the Three Bears – 1986 Style

Students will act out a play with appropriate props and verbal prompts while being taped with VCR equipment. (No previous practice is needed.)

Related Skills

Motor: To manipulate body parts in the position needed to represent a character or part in a play.

Cognitive: To understand and use the concept of small, medium, and large.

Language: To expand verbalization in retelling a familiar story.

Social: To participate with peers as appropriate in producing a dramatization.

Materials

Books of Goldilocks and the Three Bears, VCR equipment. Suggested props: 3 bowls, 3 chairs, 3 blankets (each small, medium, large), hats and/or simple clothing to represent parts, paper bag masks or headbands with animal ears in representing other animal or scenery items

Procedure

Motivator: Have students seated in the large group area. Present the microphone and hat. Discuss the function of a microphone and how news programs operate on TV.

1. Show student VCR equipment and explain how it works. Make a quick tape of the students and play back on a monitor so they understand the play will be seen on TV.

2. Assign a part to each student. Aside from the main characters, some students can be other animals in the forest, a shy or withdrawn child could be a flower or a tree, or have a group of students represent the forest.

3. Give simple costumes to children and have simple props. Set up the area where the play will occur.

4. Start video taping the play. Narrate the play as needed using lead-in sentences for students to complete while enacting the story.

5. After the play is completed, play the video tape for the students. Invite parents to see their children on TV!

Suggested Modifications

Hearing-impaired: Assign the student a part in the play which will enhance his/her view of the group leader and other participants during the video taping of the entire play.

Mentally-handicapped: Simplify story. Provide visual cue pictures to help students understand the sequence of the story. Practice the story several times before VCR taping if desired.

Physically-handicapped: Have the student with limited physical movement hold cue cards which indicate the need to stop or start the VCR equipment. This could be red and green light paper signs.

Speech-impaired: Encourage the student with limited speech skills to participate by completing sentences the group leader says.

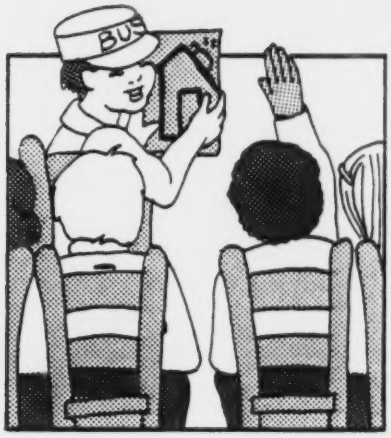
Visually-impaired: Provide an opportunity for the student to feel and discuss differences in the small, medium, and large props and a toy bear. Use a tape path or defined area to aid the student to participate independently during the taping.

Enrichment Variations

1. Make individual picture books about "Goldilocks and the Three Bears."

2. Tape other familiar stories or nursery rhymes.

3. Make bear puppets out of paper bags.



LAP Item:
Personal/Social
No. 29
Tells street name in address

Where I Live

Students will pretend to take a bus ride home and tell street name when getting off bus.

Related Skills

Motor: To increase balancing skills in walking around objects.

Cognitive: To associate the concept of an address with the place a person lives.

Language: To name personal information.

Social: To increase skill in taking turns.

Materials

Picture of a school bus or toy bus, student drawings or photograph of each student's house with street name printed on it, chairs arranged to make a pretend bus, bus driver hat.

Procedure

Motivator: Have students seated in the large group area. Present the picture or model of a school bus. Discuss what the word address means and tell the students they are going on a pretend bus ride to their houses.

1. Choose one student to be the bus driver. Have him/her seated in the front of the "bus" with the driver's hat on his/her head.

2. As students get on the "bus," have them give the driver their picture and tell him/her their street name.

3. After everyone is seated, start on bus route. Encourage students to describe what they see, how the bus feels, what sounds they hear, who is following bus rules, what streets they see, etc.

4. Have bus driver stop for each student, hold up a picture, and have student tell his/her street name.

5. After the student tells the street name, he/she receives the picture from the bus driver, and goes to his/her "house" (classroom seat). Repeat until all students have had a turn.

Suggested Modifications

Hearing-impaired: Tape record bus sounds and amplify for the student to hear who has residual hearing capacities.

Mentally-handicapped: Rhymes can be used to help students remember their street name. For example, "I have a Dad on Pad Street."

Physically-handicapped: Provide the student in a wheelchair a flat board on the floor as a pretend lift in the back of the bus.

Speech-impaired: Have student make bus sounds. Encourage different pitches and types of sounds depending on needs of students.

Visually-impaired: Have toy bus model for student to explore. Have child make his/her picture out of textured clay on cardboard. Use glue to outline street name in braille after clay has dried.

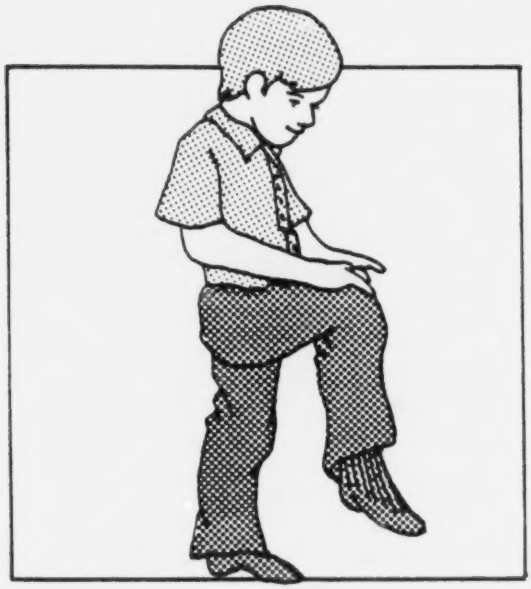
Enrichment Variations

1. Use other situations with different community helpers such as a police person helping lost children to find their house, a grocer looking for the correct house, or a florist looking for the correct house.

2. Match pictures of houses with street names on simple map.

3. Make houses out of milk cartons.

Music



Music

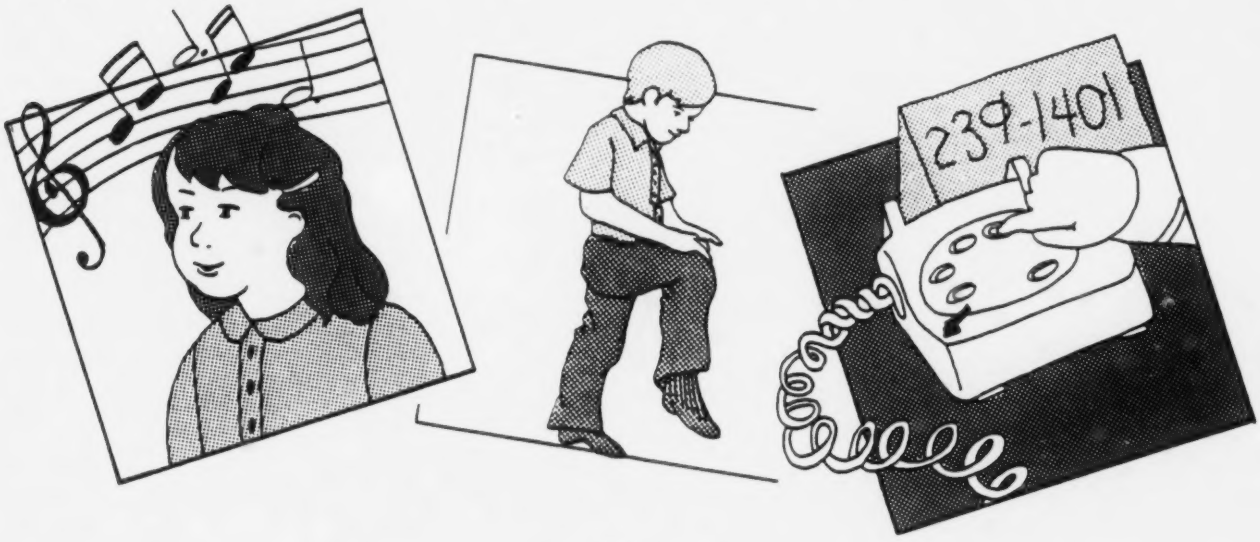
Music is creative expression through sound. As each individual relates and reacts to the sound presented, he/she experiences a unique world which includes moods, pitches, rhythms, and a form of communication with one's self and/or with others. Since all of us are exposed to music daily, it is perhaps the most familiar means of creative expression. Through singing, movement, playing instruments, or listening to music individuals develop valuable skills which enhance learning in many other areas.

One of these skills is auditory memory. There are two types of auditory memory stimuli presented through music: verbal and non-verbal. Through participating in singing, students expand their capacity to memorize words, phrases, or whole passages. Through listening to instrumental music or music being sung, students expand non-verbal memorization, a process of internalizing pitches and rhythms.

While learning a song or a piece of music, a student's comprehension ability is also developed as he/she realizes how the song projects a story or fits the melody in projecting a particular mood. In the case of instrumental music, an individual comprehends the relationship of inspiration to an end product. (For example, to understand how the movement of a bumblebee inspired the piece "Flight of the Bumblebee.") Implicit in developing auditory memory and comprehension skills is the extension of the participant's attention span.

Playing instruments or doing movements with musical activities provides an opportunity for gross and fine motor development. The movements or instrumental accompaniment are easily adapted to individual needs so that anyone can be a participant, be it bells on the wrist for an immobile student, beating a drum on cue for the deaf student, or a group of students playing various instruments or doing specific movements.

In essence, music is a means of self-expression to which all people respond and which fosters harmony both within oneself and with others.



Tips for Music Activities

1. Teach a new song to students by rhythmically saying the words one line at a time and having the students repeat the words after each line. For example, everyone pats their knees or clap their hands on the beat. The group leader says the first line with the correct rhythm. The class then repeats the line with the correct rhythm. Next, have the students say the entire song.

2. Add the melody to the words one line at a time with students repeating each line. If possible, maintain a steady beat by patting the legs, clapping hands, or some combination of rhythm movements. This helps keep everyone together. When each line has been sung, sing the entire song.

3. After the students are sure of the song, add instruments or movements which express the words of the song as desired.

4. A nice way to begin and end a music period is to sing familiar songs which the students suggest.

LAP Item:
Gross Motor
No. 29
Catches ball with arms bent at elbows

Catch Again

Students will stand in a circle and catch a ball while singing the song "Catch the Ball."

Related Skills

Motor: To increase skill in throwing a ball to a designated person.

Cognitive: To understand the rules of a game and be able to make independent decisions (where and how to throw ball).

LanguagF: To name ways to use a ball appropriately.

Social: To participate in a non-competitive game.

Materials

A medium-sized ball

Procedure

Motivator: Have students seated in the large group area. Present the ball. Discuss characteristics (shape, what it is used for, how to throw it, how to catch it). Have everyone stand and practice throwing and catching the ball with both hands. Emphasize the importance of speed (not too fast), catching it with both arms bent at the elbows, and an acceptable height (below the head).

1. Teach the song "Catch the Ball." Have students pat their knees on the beat to keep together. Teach the words one line at a time with students repeating words after the group leader each time. Say entire song. Add melody and sing one line at a time. Sing entire song.

(Tune of "Row, Row, Row Your Boat")

Song: Catch, catch, catch the ball
Catch it if you can
Catch it high, catch it low
Catch it once again.

2. Tell students they are going to play a game with the song. One student throws the ball to another. That student chooses a different person and throws it to him/her. The ball can be thrown high (below the head), low, or any in-between height.

3. Continue around the circle until everyone has had a turn. Variations in singing the song include singing it slow, fast, low pitched, high pitched, monster voice, or baby voice.

Suggested Modifications

Hearing-impaired: For the student who is deaf, have a peer signal him/her before throwing the ball so the student can be prepared to catch the ball.

Mentally-handicapped: Have students sing only half of the song and stand closer together.

Physically-handicapped: Students can roll the ball to peers with their feet as appropriate. Students in wheelchairs can bounce the ball to peers.

Speech-impaired: Model the hard /c/ sound as in catch.

Visually-impaired: Have the student feel the size of the ball. Assist the student in shaping his/her arms as needed for throwing and catching the ball and give verbal cues to alert the student when the ball is coming.

Enrichment Variations

1. Substitute the words throw, bounce, or roll for "catch" to emphasize other ways of maneuvering the ball.

2. Use a ball with a bell inside or use a bean bag.

3. Practice catching the ball in different distances from a peer.

LAP Item:
Gross Motor
No. 36
Marches rhythmically to music

Parade

While listening to marching music, students will march patting their legs alternately in rhythm.

Related Skills

Motor: To increase leg muscle development and skill in alternating feet rhythmically.

Cognitive: To understand the concepts in pictures that relate to a specific topic.

Language: To name objects or activities in pictures that relate to a specific topic.

Social: To participate in a group activity in which everyone works together as a unit.

Materials

Parade pictures which include groups marching (bands, baton twirlers, scouts), recordings of marching music, player

Procedure

Motivator: Have students seated in the large group area. Present parade pictures of different marching groups. Discuss characteristics (marching in a line, marching together according to the same rhythm, lifting the legs high when marching, understanding how the drum keeps everyone together).

1. Have students stand in a line. Tell them they are going to pretend to be marching in a parade and to pretend that the tops of their legs are drums. Tell students as the music plays they should alternately pat the tops of their legs like a drum. Have students practice in place.

2. Begin marching music. Group leader leads the parade marching around the room while alternately patting legs as they are lifted.

3. Have students take turns being the leader. March to different speeds of music.

Suggested Modifications

Hearing-impaired: While the students are marching, beat a drum on the beat. Have the drum located on the floor to assist students with residual hearing.

Mentally-handicapped: Have the students march in pairs to help each other stay in rhythm.

Physically-handicapped: Have a student who is immobile be the drummer for the marchers. If he/she cannot hold the mallot, have the student tap the drum with his/her hand, elbow, or another body part.

Speech-impaired: Present the */m/* sound as in march calling attention to the lip position. Have the entire class imitate the */m/* sound while marching.

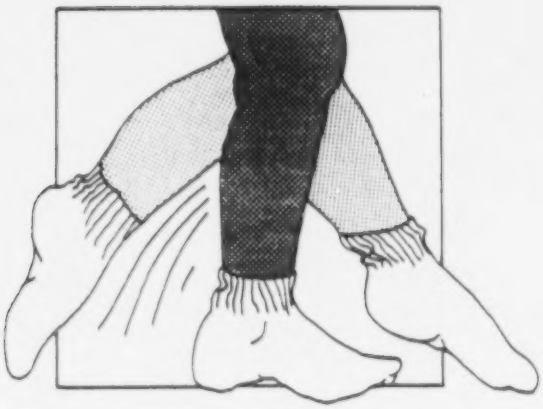
Visually-impaired: Assist the severely impaired student in moving his/her body in a march step. Call his/her attention to the sound of the other students' feet so he/she can better judge when to stop, slow down, or move faster. Provide a tape path if appropriate.

Enrichment Variations

1. Make aluminum foil bands and rubber band them around thighs to pat while marching.

2. Have a group of students be the band using various rhythm instruments.

3. Make soldier hats in art.



LAP Item:
Gross Motor
No. 41
Swings each leg separately back and forth

Swing Along

Students will sing the "Swing Along" song while swinging their legs in different directions.

Related Skills

Motor: To increase balancing whole body.

Cognitive: To understand the concept of "swing" in relation to legs, arms, and other objects.

Language: To name objects which swing back and forth.

Social: To participate in a song-game with peers.

Materials

Wrist bells

Procedure

Motivator: Have students seated in the large group area. Ask students to define the word "swing" (to move back and forth) and name some things that swing (swings on playgrounds, a rope, trapeze, a hammock, arms and legs). Have students stand and practice swinging arms and legs together.

1. Teach the words to the song "Swing Along." Add melody and practice singing one line at a time. Sing entire song.

(Tune of "Merrily We Roll Along")

Song: We are all swinging our legs
Swinging our legs
Swinging our legs
We are all swinging our legs
As we sing this song

2. Tell students they are going to swing their legs in different directions while singing the song. Have students wear wrist bells on their legs for musical accompaniment. Or, put wrist bells on right legs only to help teach the concepts of right and left.

3. Have students suggest various directions in which to swing legs. Suggestions are swinging each leg to the right, to the left, while turned backwards, while turning around, high, or low.

Suggested Modifications

Hearing-impaired: Provide picture cues to signal the various directions so the student can be ready for directional changes.

Mentally-handicapped: Sing the song slowly until the students are sure of the words and the game.

Physically-handicapped: Have the student with limited mobility play the triangle (which swings) on the beat. Suspend the triangle from a stand or tape it to a shelf if he/she cannot hold it.

Speech-impaired: Provide a tape recording of the song for the student to sing simultaneously.

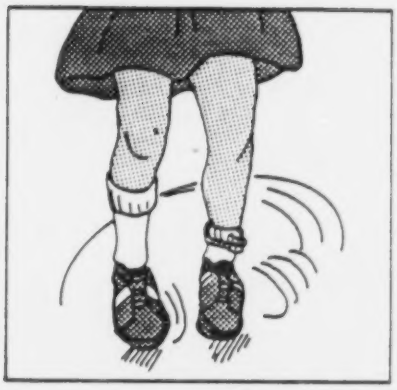
Visually-impaired: Provide a carpet square for the student to stand on while doing the activity so he/she has a comfortable awareness of physical boundaries.

Enrichment Variations

1. Do the activity using arms or whole body.

2. Play different types of music to accompany students in swinging legs.

3. Dramatize swinging legs underwater, in mud, in a mountain of peanut butter, or some other substance.



LAP Item:
Gross Motor
No. 50
Jumps and turn

Jump Like a Monkey

Students will jump and turn on cue while singing the song "Jump Like a Monkey."

Related Skills

Motor: To increase skill in hopping with both feet and wiggling body from head to toe.

Cognitive: To associate individual body movements to represent each animal in the song.

Language: To learn the words of a song.

Social: To play a song-game with peers and move on cue as planned.

Materials

Pictures of a monkey, a snake, and a bunny

Procedure

Motivator: Have students seated in the large group area. Hold up picture of a monkey and ask someone to tell its name and different ways a monkey can move. Have the group practice each one. Tell the students that in this song the monkey jumps and turns. Have students practice jumping and turning. Repeat procedure for snake (wiggles) and bunny (hops).

1. Group leader teaches the song to the students.

(Tune of "Where is Thumbkin?")
Song: Jump like a monkey
Jump like a monkey
(Jump and turn)

Wiggle like a snake
Wiggle like a snake
(Wiggles all over from head to toe)

Hop like a bunny
Hop like a bunny
(Hops on both feet)

Now do something funny
Now do something funny
(Optional movements)

2. Next, add the movements to the song as stated in parenthesis. During the last two lines students may do any movement they choose. Or, choose one student before each verse to be the student leader and have him/her model the movement for the last two lines.

Suggested Modifications

Hearing-impaired: Provide picture for each animal and have student stand near group leader, so he/she can see facial movements.

Mentally-handicapped: Provide pictures as cues for each of the animals in the song.

Physically-handicapped: Determine other body movements to represent each animal as appropriate.

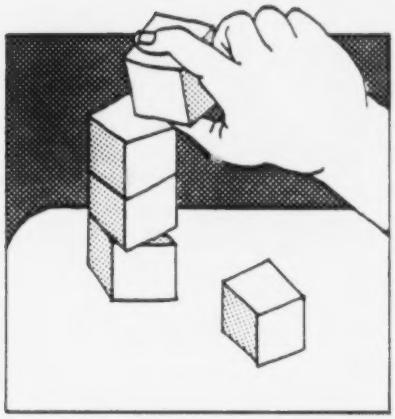
Speech-impaired: Have students take turns singing the song in front of a mirror for immediate feedback.

Visually-impaired: Pair the student with a peer so he/she can give verbal descriptions of each movement.

Enrichment Variations

1. Add rhythm instruments. Have one instrument represent each animal (monkey-tamborine, snake-sandblocks, bunny-triangle).

2. Make sock puppets in art to represent each animal.



LAP Item:
Fine Motor
No. 10
Builds tower of 10 cubes

London Tower

Students will sing an adapted version of "London Bridge" and take turns building the tower.

Related Skills

Motor: To practice walking, bending, and stretching arms.

Cognitive: To increase skill in counting to 10.

Language: To sing the words of a song and to count using various voice intensities.

Social: To participate in a non-competitive game and take turns as appropriate

Materials

10 large cube blocks, pictures of bridges with towers

Procedure

Motivator: Have students seated in the large group area. Present pictures of bridges with towers and ask why bridges are necessary and how the towers might be used. Present the 10 large cubes. Ask a student to build a tower with them. Have the class count the blocks from the bottom to the top. Start in a soft voice and become increasingly louder.

1. Teach the following adapted version of "London Bridge." You may want to insert the name of your city, town, or school in place of "London."

Song: London tower is being built
Being built, being built
London tower is being built
Now let's count it.

2. Have the class stand in a circle.

3. Have two students stand in the middle with the 10 blocks. They are the tower builders.

4. Have the rest of the class sing the song and move around the circle while the tower builders stack the blocks.

5. When the song is finished, have everyone count the blocks together starting at the bottom with a soft voice and moving to the top in a loud voice. The tower builders can point to the blocks as they are counted.

6. Choose two other students and repeat.

Suggested Modifications

Hearing-impaired: Have the student with a mild to moderate hearing loss placed in line near students with strong voices so he/she can hear the words more clearly.

Mentally-handicapped: Have the class sing the song more than one time until each pair of tower builders have completed the activities.

Physically-handicapped: For the student who has difficulty sitting on the floor or bending low, provide a small table or chair on which he/she can build the tower. Use smaller cubes so it does not become too difficult to reach the top.

Speech-impaired: Call the student's attention to loud and soft voice intensities when counting the blocks.

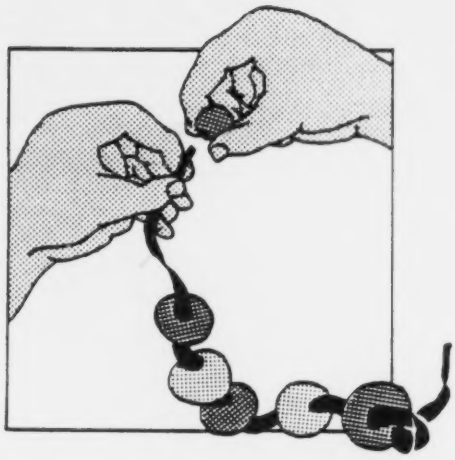
Visually-impaired: Help the student stack the blocks. Call his/her attention to organizing the blocks within an arms length, holding one hand on the tower while picking up the other blocks, and adjusting the blocks as evenly as possible on top of each other.

Enrichment Variations

1. Insert the name of the town where you live for London.

2. Use different colors of blocks and name colors.

3. Add rhythm instruments for students in circle to play.



LAP Item:
Fine Motor
No. 17
Strings 1" wooden beads

Bead Bingo

Students will sing the song "Bingo" using beads on strings as an instrument to substitute for the letters in "Bingo" as appropriate.

Related Skills

Motor: To increase coordination of up and down arm movements.

Cognitive: To understand substitution of a movement (shaking the beads) for the letters of a word on cue.

Language: To learn how to sing the words of a song.

Social: To increase confidence in singing and playing song-game with peers.

Materials

One string per student, 4 or more 1" beads per student

Procedure

Motivator: Have students seated in the large group area. Present a string and several 1" beads. Ask students to help demonstrate how the beads are strung. Discuss their colors and count them after they are strung.

1. After students are seated at tables, give each student one string and 4 or more 1" beads.

2. Tell students to string the beads.

3. When they are finished, have students wrap the top of the string around their hand and stand in the large group area.

4. If the students do not know the song "Bingo," teach it according to the previously stated procedure (See Tips for Music). Then have students wrap the bead strings around their hands.

5. Sing the song "Bingo" and shake the beads in place of the letters in the word bingo one letter at a time until the students are representing the entire word "Bingo" with the beads. Start very slowly.

Suggested Modifications

Hearing-impaired: Assist the student with little or no hearing capabilities in shaking the beads as needed. Have him/her facing the group leader so he/she can see the lip movements of the words in the song.

Mentally-handicapped: Have one student or the group leader beat a drum with the word "Bingo" to help keep everyone together. Or, shake the bead strings on the letter "b" each time. Shake beads for other letters as the students become familiar with the substitution process.

Physically-handicapped: Provide larger beads for the student who has difficulty in manipulating small objects.

Speech-impaired: Present the letters of the word "Bingo" individually, calling the student's attention to the various mouth positions.

Visually-impaired: Have the student feel a bead and the hole in the bead. Have the student feel the string and the knot at the end. Demonstrate how to put the string through the bead. Suggest holding one finger over the end of the hold so he/she knows when the string is coming through it and moving each bead to the end of the string.

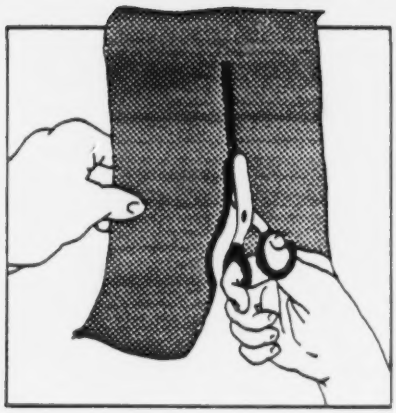
Enrichment Variations

1. Play instruments in place of the letters in the word "Bingo."

2. String beads in specific color patterns.

3. Make beads out of clay or playdough and string as a necklace.

4. Paint pictures of Bingo the dog and write stories about him.



LAP Item:
Fine Motor
No. 30
Cuts line with scissors

High And Low Sounds

Students will sing the song "Cutting the Line" using their fingers to act out cutting lines upward or downward according to the pitch of the music. Afterwards, students will cut various types of lines on paper.

Related Skills

Motor: To increase skill in moving arms up and down while fingers are opening and shutting.

Cognitive: To understand the concepts of high and low sounds.

Language: To name high and low sounds.

Social: To participate in a group song-game.

Materials

Large pair of scissors, pairs of scissors for each student, paper with pre-drawn straight or curved lines that go up and down

Procedure

Motivator: Have students seated in the large group area. Present a xylophone (hold it upright high notes on the top and low notes on the bottom). Discuss its name and how it's played. Play low-pitched notes and high-pitched notes. Have the students guess whether they hear a high or low pitch and raise their hands above their shoulders to indicate high and below their waist to indicate low.

1. Have students stand with adequate movement space.

2. Teach them the "Cutting the Line" song. (See Tips for Music for procedure.)

(To tune "Follow the Yellow Brick Road")
Song: Now we are cutting the line
Now we are cutting the line
Cutting, cutting, cutting, cutting
Now we are cutting the line.

3. Tell the students they will pretend that their hand is a pair of scissors (using index and middle fingers as scissor's blades.)

4. When the pitch of the song goes up, tell the students to cut on an imaginary line upward. When the pitch goes down, cut downwards. A suggested movement pattern is included next to the song.

5. Afterwards, have students seated at tables with a pair of scissors and paper with pre-drawn lines.

6. Have the students cut on the lines. Model how to hold the paper and scissors as needed.

Suggested Modifications

Hearing-impaired: Since this activity includes hand signals, it is an excellent time for the student who uses hand signals to be the leader.

Mentally-handicapped: Make sure the high and low pitches presented in the motivator are spaced far apart. A piano or string instrument would allow larger intervals.

Physically-handicapped: Use double grip scissors if appropriate. Draw wider lines on the paper for cutting practice.

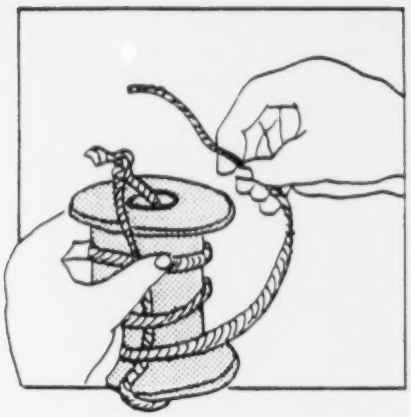
Speech-impaired: For a student with a voice disorder, model high and low pitch sounds.

Visually-impaired: Glue lines on the paper and have the student cut next to the lines.

Enrichment Variations

1. Make scissors out of cardboard to use while doing song.

2. Practice familiar songs in high voices and low voices.



LAP Item:
Fine Motor
No. 35
Winds thread on wooden spool

Shoemaker Song

Students will sing the "Shoemaker Song" and wind thread on a spool according to the words of the song.

Related Skills

Motor: To increase skill in holding and manipulating objects with hands.

Cognitive: To understand meaning of words and therefore do appropriate actions.

Language: To sing words of song.

Social: To participate in performing activity with peers.

Materials

One empty spool for each student, thread or yarn tied around each spool so that it cannot come off, shoe with visible stitches

Procedure

Motivator: Have students seated in a circle. The group leader shows the shoe (with visible stitches) and ask students how the shoe is held together. Have students examine own shoes and discuss how they are put together. Present a spool with thread and demonstrate how to wind the thread onto the spool.

1. Have students stand and teach "Shoemaker Song" one line at a time doing movements without the spool.

Wind and wind the thread
And wind and wind the thread
(pretend to wind thread around spool)

And pull, pull
(Pull thread tight)
1-2-3
(Stomp feet or another body movement such as tapping knee, or moving side to side)

2. Give each student a spool with thread. Sing song working thread around spool as appropriate.

3. Repeat the song as many times as desired. Each repeated verse can be done with a different emphasis such as soft, loud, fast or slow. Have children make suggestions for the line 4 movements.

Suggested Modifications

Hearing-impaired: Have pictures to demonstrate song as a visual helper. Make sure to include clear demonstrations of winding and pulling the thread.

Mentally-handicapped: Have students practice winding thread onto the spool slowly. At first, the group leader can sing the song leaving key words for students to sing. Add words as appropriate.

Physically-handicapped: Have spool taped or tied in stationary position so the student will only need to hold and manipulate the thread.

Speech-impaired: Model slow, distinct relaxed singing for the student with articulation difficulties. As the song is repeated, call his/her attention to the increase in fluency.

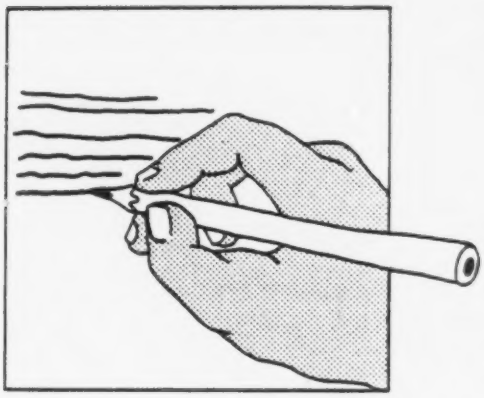
Visually-impaired: Have students hold one finger across spool and wind thread on top of his/her finger as a guide.

Enrichment Variations

1. Unwind string or yarn in a line on floor and hop or skip over it. Have child rewind string.

2. Fly a kite and have child wind string onto the spool.

3. Have a child wind white yarn onto the spool and make it into a snowman.



LAP Item:
Pre-Writing
No. 9
Holds pencil with thumb and fingers

Pencil Talk

Students will sing "This is the Way We _____" song and move their pencils according to the directions in each verse.

Related Skills

Motor: To increase eye-hand coordination using a pencil.

Cognitive: To understand the concepts of up/down, circle, zigzag, dots, dash, etc.

Language: To follow directions given in song.

Social: To participate in singing a song with the class and simultaneously doing an independent activity.

Materials

8½" x 11½" unlined paper, pencils

Procedure

Motivator: At the circle, have students stand with adequate movement space. Lead students in singing song, "This is the Way We _____," doing different body movements. Encourage students to make suggestions for movements. (Sung to the tune, "Here We Go 'Round the Mulberry Bush.")

1. Have students seated at table and give each student one sheet of paper and a pencil.

2. Demonstrate the thumb and finger pencil grasp. Have children practice the pencil grasp several times by playing a game of laying the pencils on the table, counting to three, and picking up the pencils with the correct grasp.

3. Everyone sings the song, "This is the Way We _____," together and moves the pencils according to the directions. Begin with suggestions from the group leader and then let the children make suggestions. Movements could include:

make a line	go loopy-loop
go up and down	dot and dash
zig-zag	

4. Check pencil grasp with 1-2-3 game periodically.

Suggested Modifications

Hearing-impaired: Have the group leader hold the pencil high in the air and demonstrate each movement clearly.

Mentally-handicapped: Limit the number of directions and repeat them in different progressions. Give assistance in helping the student hold his/her pencil with correct grasp.

Physically-handicapped: Use a lap tray to help give the student the needed proximity to his/her activity.

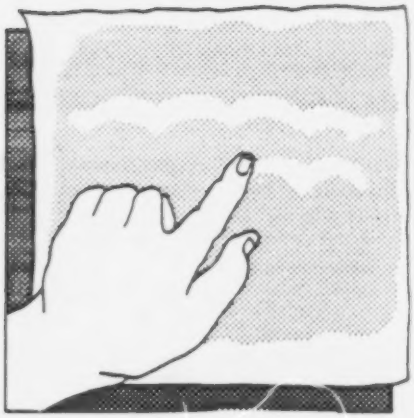
Speech impaired: Model singing the song slowly.

Visually-impaired: Describe and/or demonstrate one on one what the movement is. Simplify and reduce the number of directions.

Enrichment Variations

1. Use other writing tools such as crayons, markers, paint.

2. Do the activity at different speeds (fast, slow, sleepily, excitedly).



LAP Item:
Pre-Writing
No. 16
Finger paints
using whole hand and fingers

Musical Hands

Students will listen to various types of music and finger paint as motivated by the rhythm, mood, and pitch of the music.

Related Skills

Motor: To increase coordination and muscle development of fingers and hands.

Cognitive: To understand concepts of fast/slow, happy/sad, loud/soft.

Language: To verbalize feelings stimulated by different types of music.

Social: To explore independently within given physical structure.

Materials

Finger paints, large sheets of finger-painting paper (or another slick surfaced paper like waxed paper), several types of musical recordings including fast, slow, happy, sad, loud and soft music, record or tape player

Procedure

Motivator: Have students stand in the large group area with adequate movement room. Play the music and have the students move their "musical hands" and fingers according to how the music makes them feel. Encourage the students to give movement suggestions. This activity can be expanded to include movement of the entire body.

1. After students are seated, give each student a large sheet of moistened finger-paint paper and 1-2 tablespoon of finger paint.

2. Start the activity with slow music and have students begin finger and hand movements. Encourage each student to paint as the music makes him/her feel. Ask students how they feel as they paint.

3. Change music periodically to fast, loud, soft, happy, or sad.

4. Display "Musical Hands" pictures.

Suggested Modifications

Hearing-impaired: Have student be the leader in demonstrating hand movement. Give hand signals and/or pictures signals as to the mood of the music.

Mentally-handicapped: Limit the different types of music to 3 or 4 variations.

Physically-handicapped: For a student with little motor control, provide lots of space and a large piece of paper on which he/she can explore with the finger paint.

Speech-impaired: Encourage the student to say the */h/* (hand), */f/* (fingers) sounds with correct positions.

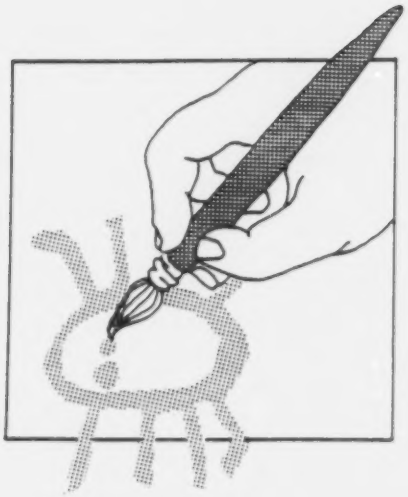
Visually-impaired: Have students feel the edge of the paper before starting the activity to get a sense of the area on which he/she is working. Use textured finger paint.

Enrichment Variations

1. Use different colors of fingerpaints for each type of music.

2. Cut the paper in a specific shape (flower, animal, letter, number).

3. Give specific directions for movements (horizontal or vertical lines, circles, slanted lines, zigzags).



LAP Item:
Pre-Writing
No. 26
Paints recognizable picture

The Eensy-Weensy Spider

Students will sing song with movements and then paint a picture of a spider.

Related Skills

Motor: To increase ability to move hands, fingers, and arms on cue.

Cognitive: To comprehend words of a song and do movements appropriately to demonstrate the words.

Language: To increase ability in singing the words of a song.

Social: To participate with peers in singing a song in unison.

Materials

Assorted colors of water-based paints, paintbrushes, 18" x 24" paper, pictures or models of spiders

Procedure

Motivator: Have students seated in the large group area. Present pictures or models of spiders. Have students discuss characteristics such as how many legs, round body in center, colors, where they live, etc.

1. Have students stand with adequate movement space.

2. Teach the song "The Eensy Weensy Spider."

Song:

The eensy weensy spider climbed up the water spout
(thumb to pinky movements going up)

Down came the rain and washed the spider out
(wiggle fingers starting at top and going down)

Out came the sun and dried up all the rain
(hold arms in circle with hands joined)

Then the eensy weensy spider climbed up the spout again.
(repeat motion 1)

3. Add movements to song and do together.

4. Have students seated at tables with paint, brushes, and paper for each student.

5. Have students paint picture of spider. (Call their attention to round body and stick legs if necessary.)

6. Display pictures on yarn web.

Suggested Modifications

Hearing-impaired: Hold up pictures to illustrate key words in the song. Have student sign key words of the song and do movements afterwards. Or, have student play rhythmic instrument on cue.

Mentally-handicapped: Shorten song as needed. Have circle pre-drawn on paper for body of spider.

Physically-handicapped: Have student with an extremely limited movement capacity play an instrument on the beat (such as wristband bells, sticks, or beat a drum).

Speech-impaired: Tape record the song for the student to sing with at his/her leisure.

Visually-impaired: Have student feel spider models. Demonstrate one-to-one and explain movements before each line until student understands. Make spider using textured paint.

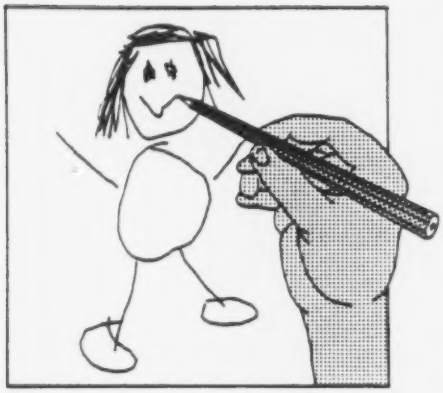
Enrichment Variations

1. Have students pretend they are spiders and do the spider walk.

2. Cut out spiders and place on web.

3. Make spiders out of pipe cleaners and styrofoam balls.

4. Have students play musical instruments with the song.



LAP Item:
Pre-Writing
No. 29
Draws recognizible person
with 6-7 body parts

If You're Happy

Students will sing the song "If You're Happy" and do body movements focusing on various body parts. Students will then draw pictures of a person.

Related Skills

Motor: To increase skill in moving specific body parts.

Cognitive: To understand likenesses and differences in body parts.

Language: To name various parts of the body.

Social: To increase skill in performing with others.

Materials

None

Procedure

Motivator: Have students seated in the large group area. Have a large picture of a person. Let students name body parts and label the picture.

1. Have students stand with adequate movement space.

2. Teach song, "If You're Happy and You Know It," one line at a time. Sing song in its entirety. Suggestions are:

clap your hands	move your shoulders
wiggle your nose	bend your legs
stamp your feet	open your mouth

3. Do various movements to song using as many body parts as possible. Have students give suggestions for body parts.

4. Have students seated at tables. Give each student crayons and paper.

5. Have students draw a person with at least 6-7 body parts.

6. Display pictures.

Suggested Modifications

Hearing-impaired: Place student close to group leader so he/she can see lip movement and picture cues of the song.

Mentally-handicapped: Do fewer body parts and repeat them in different ways.

Examples:	clap your hands	twist your hands
	shake your hands	wiggle your hands

Physically-handicapped: Have the student with limited movement play rhythmic instrument to accompany students.

Speech-impaired: For students with voice disorders, experiment singing the song in loud and soft voices.

Visually-impaired: Have a doll available for the student to feel and identify body parts. Have student make a person with clay.

Enrichment Variations

1. Make a large person collage of "Happy Harry" as a together activity.

2. Make people with different kinds of fruits and vegetables. Use a pear for the body, raisins for the eyes, carrots for arms and legs, and shredded carrots for the hair.

LAP Item:
Cognitive
No. 23
Names familiar melody

Name That Song!

Students will move in a circle while listening to a familiar instrumental melody. When the music stops, all those who can identify the melody will pantomime and say its name.

Related Skills

Motor: To increase skill in walking around a circle on a designated path.

Cognitive: To recognize a familiar song performed in different ways.

Language: To pantomime and tell names of songs.

Social: To participate in a group activity following directions appropriately.

Materials

Various recordings of familiar songs, record or tape player

Procedure

Motivator: Have students seated in a circle in the large group area. Play one recording of a familiar song and ask the students to tell its name. Play another recording of the same song and ask the students to tell its name. Discuss how the two recordings were alike and different even though they were the same song.

1. Tell the students they are going to play "Name That Song." A song is played while the students walk around the circle on a designated path. When the music stops, everyone pantomimes the song's name. The group leader tells the song name and has the students verbally repeat the song name.

2. Begin game. Play several versions of the same songs as well as different songs during the activity. Discuss similarities and differences calling attention to the types of instruments used, rhythms, musical styles (classical, jazzy, rock), etc. Have students do free style movements as they move around the circle. Or, play "Follow the Leader" around the circle.

Suggested Modifications

Hearing-impaired: Have the student operate the tape or record player. Establish a cue such as raising a hand to signal when the music should stop.

Mentally-handicapped: Repeat three or four versions of the same song before going to another song.

Physically-handicapped: Provide an assistant to help the student move around the circle on the path.

Speech-impaired: Provide specific input about similarities and differences of the songs to help increase auditory discrimination skills.

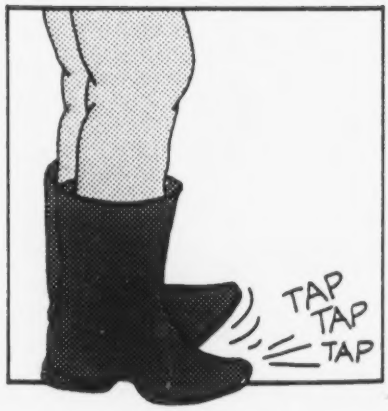
Visually-impaired: Place the student in the circle between two peers who will follow the activity appropriately and assist the student if needed.

Enrichment Variations

1. Use songs related to a unit theme.

2. Have two or three musicians demonstrate playing the same songs in various ways.

3. Record the students singing songs in different types of voices - loud, soft, fast, or slow. Compare the recordings.



LAP Item:
Cognitive
No. 44
Imitates tapping pattern

Message Senders

Students will listen to a message pattern on a drum and send it back with a body movement.

Related Skills

Motor: To imitate a given pattern with a specific body movement.

Cognitive: To associate the concept of a message with drum signal pattern.

Language: To follow directions in repeating sequential patterns.

Social: To model an activity for peers.

Materials

Pictures of people using instruments to send messages, assorted types of drums (snare, kettle, bongo, etc.), blank tape and recorder (optional)

Procedure

Motivator: Have students seated in the large group area. Present pictures depicting people using instruments to send messages to each other. Ask the students what kinds of instruments might have been used, why people communicated long distances in this way, and how people communicate long distances now.

1. Show the drums to the students. Have students take turns playing each drum to compare sounds (high or low pitches).

2. Tell the students you will send a message on the drum and they must send it back by clapping their hands. Messages could be:

Hel-lo - 2 beats in rhythm of words
I Love You - 3 beats in rhythm of words

3. Have students stand and take turns coming to the front to send a drum message to the class which they will send back. Vary the way the pattern is repeated such as tapping feet, snapping fingers, patting tummies, or blinking eyes. Encourage the students to create other body movements to use in repeating the drum message.

4. After the students have completed doing the message repetitions successfully, they can take turns sending and answering messages on the drum. (You might want to record the messages.)

Suggested Modifications

Hearing-impaired: For the deaf student, use a flashlight to send the messages.

Mentally-handicapped: Use simpler message patterns and repeat same patterns often.

Physically-handicapped: Include suggested movements that incorporate body parts that the student could imitate easily.

Speech-impaired: For the student with voice disorders, model loud and soft drum messages and have the student repeat patterns in a loud or soft voice as modeled, calling attention to the different pitches.

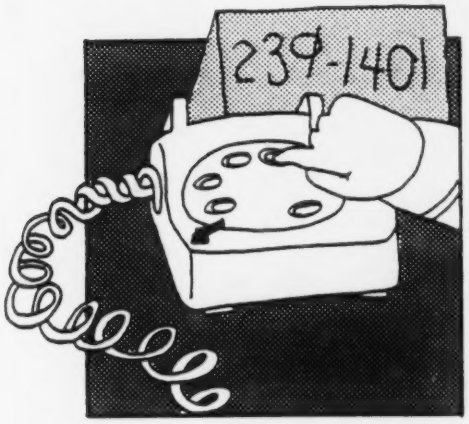
Visually-impaired: To increase auditory memory skills, use a variety of instruments and increase complexity of patterned messages.

Enrichment Variations

1. Use other instruments to send messages.

2. Do a play and use instruments to perform parts of the dialogue.

3. Make drums out of empty coffee cans in art.



LAP Item:
Cognitive
No. 74
Dials a written telephone number

Ring Goes the Telephone

Students will sing the "Telephone Song" and do movements, while one student pretends to dial his/her phone number by walking to the correct numbers inside a large cardboard telephone.

Related Skills

Motor: To move in a circle on a designated path.

Cognitive: To understand how a telephone functions.

Language: To name a phone number in correct sequence.

Social: To cooperate with peers in walking around a designated circular path.

Materials

Large cardboard box made into a telephone with a hold in the middle, wrist bells, different types of telephones (desk phone, wall phone, dial type, push button type), telephone shaped cards with student's phone number on it (one per student)

Procedure

Motivator: Have students seated in the large group area. Present a variety of telephones and discuss similarities and differences. Have the students help demonstrate how to dial a phone number of the push button and dial type phones.

1. Have the students stand in a circle around the large cardboard telephone.

2. Teach the following song: (Tune of "Pop Goes the Weasel")

'Round and 'round the dial goes
(Students move around cardboard phone in a circle)
As they find the numbers
(Students move around cardboard phone in a circle)
'Round and 'round the dial goes
(Students stop and turn around individually)
Then ring goes the telephone!
(Students hop one time)

3. Add the movements to the song.

4. Hold telephone number cards and have a student pick a card. The student whose card was picked will be the telephone dialer during the song. Have him/her stand in the middle of the cardboard telephone and put the wrist bells on.

5. As the class sings the song, the student in the middle "dials" his/her telephone number by walking around the dial correctly. During the last line, he/she rings the wrist bells. Have the student say his/her phone number for peers.

6. Choose a new card/dialer and repeat.

7. Provide telephones in the classroom for students to practice dialing their phone numbers.

Suggested Modifications

Hearing-impaired: Make a pictograph copy of the song for the student to follow.

Mentally-handicapped: Do a task analysis of how to dial a telephone (use pointer finger for dialing, put finger in hole, dial first number, allow dial to stop). Repeat for each number.

Physically-handicapped: Adapt student's head pointer to fit in dial opening as appropriate.

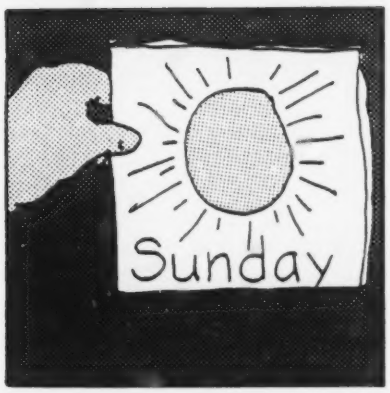
Speech-impaired: Model the sound /*t*/ as in telephone, calling attention to the teeth and lip position.

Visually-impaired: Include braille numbers on cardboard telephone dial. Assist student with spatial concept of distance between each number on the real telephones. Call attention to the sequence of numbers.

Enrichment Variations

1. Make telephones out of construction paper and empty milk cartons in art.

2. Do activity with a push button variation. Have one student represent each number and pop up when the dialer touches his/her number.



LAP Item:
Cognitive
No. 89
Names 7 days of the week

Daily Pop

Students will sing the "Days of the Week" song and use cards to identify the names of each day.

Related Skills

Motor: To move whole body up and down.

Cognitive: To understand the concepts "weekday" and "weekend."

Language: To name the days of the week in the correct sequence.

Social: To perform for peers.

Materials

One large card for each day of the week with the name and a picture cue. For example:

Sunday

Tuesday

Thursday

Monday

Wednesday

Friday

Saturday

Procedure

Motivator: Have students seated in the large group area. Place the seven days of the week cards on the floor face down. Have students take turns choosing each card and naming the day of the week. Place cards in correct sequence as they are named. When completed, review the cards with the entire class.

1. Tell the students they are going to play a game in which seven people will come to the front of the class and each hold one of the cards.

2. The rest of the students will sing the "Days of the Week" song:

Song: (Tune of "Twinkle, Twinkle")

Sunday is the very first day
Then comes Monday when school begins.
Tuesday, Wednesday, Thursday and Friday
Are the other days we go to school
Then comes Saturday, it's the last
Of the seven days that make the week.

3. The students who are the card holders will bend down in sequential order.

4. Have the other students stand and hold up appropriate number of fingers while singing the song. Encourage them to do a rhythmic movement such as swinging the body left and right or marching in place. As the group sings the song, the card holders will stand up and present their card when that day is sung.

5. Repeat with different card holders.

Suggested Modifications

Hearing-impaired: Teach the student the song using days of the week cue cards before doing the activity with the entire class.

Mentally-handicapped: Record the song for the students to use during the activity. Have the group leader hold up days of the week cards that match the students' cards to help cue them.

Physically-handicapped: For the severely impaired student who is unable to sing, provide a rhythm instrument (such as a tambourine) for him/her to use as accompaniment. Assist as needed.

Speech-impaired: For the student who stutters, record the song ahead of time and provide opportunities for him/her to sing with the recording. Maybe he/she will want to help teach the song to the class.

Visually-impaired: Provide braille or large print days of the week cards.

Enrichment Variations

1. Have students make a book with a picture to depict each day of the week.

2. Sing the song with different instruments to represent each day of the week (Sunday - drum, Monday - wrist bells, Tuesday - rhythm sticks, Wednesday - triangle, Thursday - xylophone, Friday - bongo, Saturday - tambourine).

3. Make up a play in which each day of the week is represented by a different character.

LAP Item:
Language
No. 20
Says (or sings) words to a nursery rhyme or song

Sing Along

A student leader will sing a simple song he/she knows and the other students will play rhythm instruments on the beat and sing along.

Related Skills

Motor: To move body to fit words of a song.

Cognitive: To interpret the words of a song into movement.

Language: To sing a simple song from memory.

Social: To perform for others.

Materials

Rhythm instruments

Procedure

Motivator: Have students seated in the large group area and take turns naming some simple songs they know. Sing a song and have the students clap their hands on the beat while you sing. Discuss the concept of "on the beat."

1. Have the students seated with adequate movement space between them.

2. Select one student to be the "student leader" and sing a song.

3. Distribute rhythm instruments.

4. The other students play rhythm instruments on the beat and sing along if they know the song.

5. Have students take turns being the "student leader." It is okay to repeat a song.

6. Nursery rhyme songs include:

"Hickory Dickory Dock"
"Little Boy Blue"
"Baa, Baa, Black Sheep"
"Mary Had a Little Lamb"
"Jack and Jill"

Suggested Modifications

Hearing-impaired: Provide a student partner to assist with playing the rhythm instrument.

Mentally-handicapped: Limit activity to one or two songs.

Physically-handicapped: Give physical assistance to the student to play an instrument.

Speech-impaired: Provide ample time for the student who stutters to participate.

Visually-impaired: Have student be the rhythm band conductor.

Enrichment Variations

1. Work on one song and choreograph a series of movements to it.

2. Introduce a new song and teach it to the group with rhythm instruments.

LAP Item:
Language
No. 27
Responds to how and where questions

Where, Oh Where?

Students will sing the "Where, Oh Where?" song to ask prepositional concept questions.

Related Skills

Motor: To climb a ladder or move in and out of a box.

Cognitive: To understand the prepositional concepts in, out, under, on, off, inside, up, and down.

Language: To name body movements and describe prepositional concepts.

Social: To participate in a song/game.

Materials

Large box, small stepladder

Procedure

Motivator: Have students seated in the large group area. Present a large box and stepladder. Have the students take turns responding to a request such as "climb into the box," "climb two steps up the stepladder," or "stand behind the box."

1. Teach the following song: (Tune of "Oh Where Has My Little Dog Gone?")

Oh where, oh where could (child's name) be?	(Group)
Oh where, oh where is (child's name)?	(Group)
Is he/she (possible place)?	(Group)
No/yes, I'm (place),	(Student)
Oh there, oh there (child's name) is.	(Group)

2. Tell the students they will play a game in which one person is chosen to be "it." Everyone closes their eyes while the student who is "it" takes his/her place on one of the props.

3. The other students open their eyes and begin the song. The student who is "it" answers as appropriate.

4. Have the students take turns and repeat game. Encourage the use of various prepositional positions (in, out, under, inside, beside, or on) and body movements (crawl, hop, walk, run, or skip).

Suggested Modifications

Hearing-impaired: Assign student the role of teacher assistant to help participants going up and down the stairs or in and out of the box.

Mentally-handicapped: Use only the ladder and concentrate on the concepts on and off. Add more concepts and box as appropriate.

Physically-handicapped: For the student with a leg brace, place the stepladder against a wall and provide adult assistant to insure the student's safety.

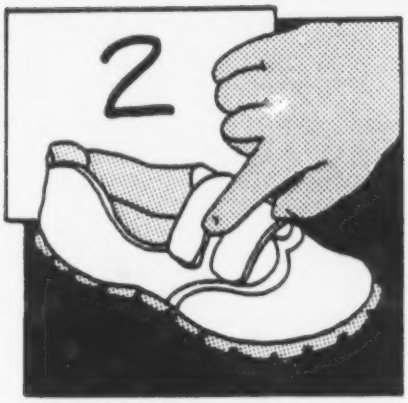
Speech-impaired: Model the */wh/* sound as in where. Focus the student's attention on the curvature of the lips.

Visually-impaired: Make designated cues for each place to increase auditory memory skills such as clap twice to indicate going up the ladder or clap once to indicate going down the ladder.

Enrichment Variations

1. Play the same song/game outside on the playground.

2. Clap the student's name in rhythm instead of singing it.



LAP Item:
Language
No. 47
Rhymes words

Number Rhyming Game

Students will sing the "Head and Shoulders Baby" song and find a predetermined object in the room which rhymes with the number chosen in the song.

Related Skills

Motor: To raise arms and move fingers on cue.

Cognitive: To learn numbers 1-10 and body parts.

Language: To name objects in the classroom.

Social: To play a simple game with peers.

Materials

Number cards 1-10

Procedure

Motivator: Have students seated in the large group area. Present the number cards face down. Have the students take turns choosing a card and telling the number name. Ask the students to tell something in the room that rhymes with that number. Repeat for each number.

1. Teach the following song (Tune of "Head and Shoulders Baby"):

Head and shoulders baby, 1, 2, 3
Head and shoulders baby, 1, 2, 3
Can you find something that rhymes with (insert number)
Head and shoulders baby
Have some fun.

2. Add movements to song using various body parts and holding up number of fingers to correlate with 1, 2, and 3.

3. Choose a student to be the number chooser. He/she must have both a number and something visible that rhymes with that number in mind. The group leader may want to check with the student before beginning the activity.

4. Everyone begins the song. The number chooser inserts the number as needed.

5. Students take turns guessing objects in the room which rhyme with the number chosen.

6. When the correct object is guessed, that person becomes the number chooser.

7. Repeat song and game with new number.

Suggested Modifications

Hearing-impaired: Hold up number cards when appropriate.

Mentally-handicapped: Provide visual cues to assist the students in finding the rhyming object, such as a specific area to find it.

Physically-handicapped: Provide adult assistance in doing movements which help maintain body balance.

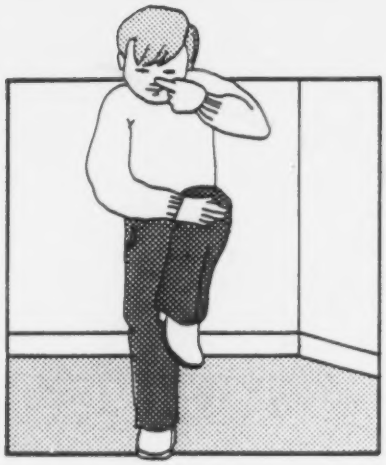
Speech-impaired: Provide a tape player for the student to make lists of rhyming words calling his/her attention to the beginning sound differences and ending part similarities.

Visually-impaired: Provide a specific container of objects to use in the game. Allow time for the blind student to feel 2-3 choices and then make a guess as to the correct rhyming item.

Enrichment Variations

1. Use song to learn colors, shapes, or letters or objects from a designated unit.

2. Make pictures which rhyme with a given number.



LAP Item:
Language
No. 53
Points to left and right sides of body

Scale Sliding

Students will point to body parts on right or left sides, moving either up or down each side according to the direction of the musical scale being sung.

Related Skills

Motor: To move arms and legs up and down.

Cognitive: To understand the concept of a musical scale.

Language: To name body parts.

Social: To participate in song/game with peers.

Materials

Xylophone

Procedure

Motivator: Have students seated in the large group area. Present the xylophone and play a scale on it several times. Ask the students to count the number of notes (eight) each time they are played. Play scales starting at different places and going both up and down the xylophone. Discuss the fact that a scale has eight notes.

1. Have students stand with adequate movement space.

2. The group leader asks students to hold up right hand and then left hand. Tell the students they will play the scale sliding game in which they point to right and left body parts sung by the group leader. Students can sing with the group leader.

3. Always point to body parts on the same side for each scale. Scales can be sung either from low to high (start from bottom and go up) **or** high to low (start from top of body and go down).

Examples are:

Low ---------- High

1	2	3	4	5	6	7	8
right	foot	right	knee	right	arm	right	ear

High ---------- Low

8	7	6	5	4	3	2	1
left	eye	left	wrist	left	leg	left	ankle

4. As the students become familiar with the scale game, have them take turns being the group leader.

Suggested Modifications

Hearing-impaired: Provide pictures to identify which body parts the student needs to touch.

Mentally-handicapped: Do activity going up the scale only and using only one side of the body.

Physically-handicapped: Have student assistant help with activity.

Speech-impaired: Model singing the syllable "la" up and down the scale.

Visually-impaired: Provide time for the student to explore how the xylophone works, calling his/her attention to the spatial relationships between keys as well as the pitches of the notes.

Enrichment Variations

1. Have students take turns playing scales on a musical instrument while other students point to right and left body parts.

2. Have students create a scale with their bodies to demonstrate whole and half steps. The major scale sequence includes:

whole step
whole step
half step
whole step
whole step
whole step
half step

LAP Item:
Self-Help
No. 34
Zips non-separating zipper.

Here We Go Zip, Zip, Zip!

The students will sing a song while zipping a zipper with a partner.

Related Skills

Motor: To hold an item while another zips it.

Cognitive: To understand the concepts up and down.

Language: To tell the sequence of using a zipper.

Social: To work in pairs in a cooperative activity.

Materials

A zipper (on a garment or board) for each pair of students

Procedure

Motivator: Have the students seated in a circle. Discuss getting dressed and various types of fasteners that we use on clothing, including zippers. Demonstrate how to zip. Tell the students that they are going to sing a song while they practice zipping. Teach them "Here We Go Zip, Zip, Zip." (Tune of "Here We Go Looby Loo.")

Here we go zip, zip, zip.
Here we go zip, zip, zah.
Here we go zip, zip, zip.
All on a Saturday night.

1. Have students stand in pairs facing each other with adequate movement space,

2. Give each pair of students garments with zippers or zipping boards for practice.

3. One student holds the zipper item while the other zips.

4. The students sing the song while they zip.

5. Switch roles in each pair and repeat.

Suggested Modifications

Hearing-impaired: With the student facing group leader, say and sign the words of the song.

Mentally-handicapped: Break activity into two parts. Practice zipping upwards and then downwards.

Physically-handicapped: Pair an adult with the student. Modify the zipper with a large pull and extra handle device as needed.

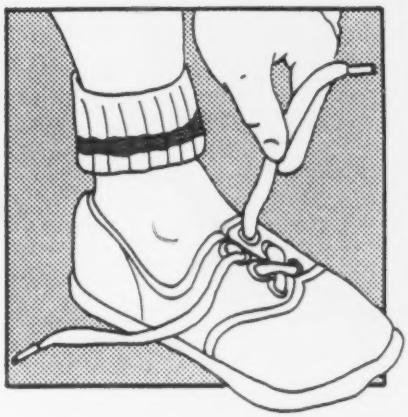
Speech-impaired: Model the /z/ sound as in zipper. Name other /z/ words such as zoo, zebra, zero, and zigzag.

Visually-impaired: Give student an oversized zipper with an oversized pull.

Enrichment Variations

1. Have student pairs lie down on the floor and pretend to be zippers. A third student will pretend to zip them up.

2. Make up a story about "The Lost Zipper" and have students draw pictures or make books about it afterwards.



LAP Item:
Self-Help
No. 40
Puts on shoes (on correct feet)

Happy Feet Hop!

Related Skills

Motor: To stomp feet while walking in a line.

Cognitive: To identify right and left shoes.

Language: To follow multi-step directions of a song/game.

Social: To participate in a multi-step game with peers.

Materials

One pair of shoes for each student, lively musical recording of various styles of music such as classical, jazz, rock, folk, or big band music, player, cards with outline of right and left shoe pattern for each student

Procedure

Motivator: Have students seated in the large group area. Discuss putting shoes on correct feet. Explain that each foot and shoe has a special shape. When you have the wrong shoe on your foot, it hurts the toes and your feet are not happy. When you have the correct shoe on your foot, it is the correct shape for your foot, and your foot is happy. Demonstrate putting shoes on correct feet with one or two students.

1. Provide students with shoes or have them take off their shoes.

2. Place shoe cards in a large circle by each person's shoes.

3. Play music and have students move around the circle. Encourage them to let the music guide their movements.

4. When the music stops, students find their shoes, stand on the shoe cards, and match their shoes to the correct pattern on the card.

5. After helping students put their shoes on the correct feet, remove shoe cards.

6. Have the students form a line and do the "Happy Feet Hop" around the room.

Song: (Tune of "Do the Bunny Hop")

Dah-de-dah-de-dah-dah
Dah-de-dah-de-dah
Dah-de-dah-de-dah-dah
Do the Happy Feet Hop

7. Repeat several times.

Suggested Modifications

Hearing-impaired: Predetermine a visual cue so the student will know when the music stops.

Mentally-handicapped: Break down the task of putting on shoes into small steps.

Physically-handicapped: Provide a helmet for the student with poor balancing skills.

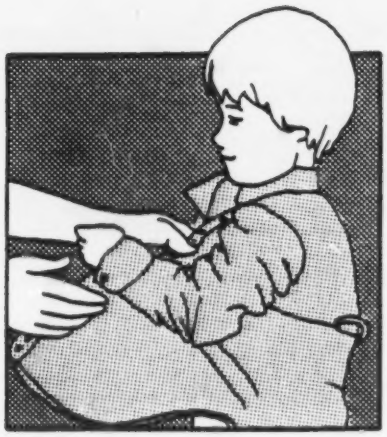
Speech-impaired: Model the */d/* sound, calling attention to the teeth and lips positions. Contrast with */b/* sound.

Visually-impaired: Encourage student to count number of steps around the circle to his/her place.

Enrichment Variations

1. Have students pretend to be in different imaginary environments (desert, swamp, water) and practice putting on shoes of various types for each environment.

2. Make happy feet puppets out of paper bags and do a play.



LAP Item:
Self-Help
No. 42
Dresses completely with assistance

Dressing Jazz

Students will sing and act out the dressing jazz song.

Related Skills

Motor: To twist and turn body from side to side.

Cognitive: To use the concepts right and left.

Language: To point to and name body parts.

Social: To participate in singing and performing a song.

Materials

Assorted oversized clothing

Procedure

Motivator: Have students seated in the large group area. Present various pieces of clothing and have students help demonstrate how to put them on correctly.

1. Have the students stand with adequate movement space.

2. Teach the following song: (Tune of "Hokey Pokey") (one stanza at a time as comfortable). Have students either act out dressing themselves or use oversized clothes to practice dressing techniques during the song. Do chorus movements each time. Make it jazzy!

SHIRT

You put your right arm in
You put your left arm in
You pull your shirt on
Then you button up the front

CHORUS

You do that dressing jazz (swings hands back)
Then you turn yourself around (turn around)
And that's what it's all about. (clap hands in rhythm)

PANTS

You put your right leg in
You put your left leg in
You pull your pants on
Then you button and zip the front.

CHORUS

COAT

You put your right arm in
You put your left arm in
You pull your coat on
Then you button up the front.

CHORUS

SOCKS

You put your right foot in
You put you left foot in
You pull your socks up
Then you roll down the top.

CHORUS

SHOES

You put your right foot in
You put your left foot in
You pull your shoes on
Then you lace and tie them up.

CHORUS

ALL DRESSED

You've got your whole self dressed
You've got your whole self dressed
You've got your whole self dressed
And ready to go out.

CHORUS

Suggested Modifications

Hearing-impaired: Divide the students into pairs. Assign hearing students to non-hearing students so they can assist with song movements.

Mentally-handicapped: Provide a cue on either the right or left side of the student's body, such as a picture on the hand or a string on the student's wrist or leg.

Physically-handicapped: Assist the student in achieving a balanced position of his/her body for each clothing article.

Speech-impaired: Have the group leader sing song and omit key words such as the body part and clothing name for the students to insert.

Visually-impaired: Assist the student in organizational skills when putting on clothes by pointing out right/left/front of clothing articles. Include unique facts such as buttons on left on girls clothing and right for boys clothing.

Enrichment Variations

1. Divide the class in half and play a relay game in which students run to a basket, put on a piece of clothing, and run back.

2. Provide extra clothing in dramatic play for students to use in practicing dressing skills.

LAP Item:
Self-Help
No. 48
Washes and dries face

Bright and Shiny Faces

The students will sing "This is the Way We Wash Our Faces" and demonstrate washing the part of the face named in the song.

Related Skills

Motor: To use arms in a cleaning motion.

Cognitive: To identify parts of the face when named.

Language: To name parts of the face.

Social: To say "thank you" for a compliment.

Materials

Dry wash cloth for each student

Procedure

Motivator: Have students seated in a circle in the large group area. Talk about the importance of keeping clean and how nice it is to see clean "bright and shiny faces." Demonstrate washing face, part by part, while you teach the children the song "This is the Way We Wash Our Face."

This is the way to wash you ears
Wash your ears, wash your ears
This is the way to wash your ears
So early in the morning

(2) This is the way to wash your cheeks
(3) This is the way to wash your chin
(4) This is the way to wash your forehead
(5) This is the way to wash your eyes
(6) This is the way to wash your mouth
(7) This is the way to wash your whole face

1. Have the students stand with some movement space around each student.

2. Give each student a dry wash cloth.

3. Have the students follow the movements of each verse of the song as they are sung.

4. Compliment all the students for having bright and shiny faces.

5. The students will say "thank you."

Suggested Modifications

Hearing-impaired: Provide a visual model for each verse of the song so the student knows which part of the face is being cleaned.

Mentally-handicapped: Limit the song to the whole face, cheeks, and chin.

Physically-handicapped: Give the student physical assistance to do washing motions.

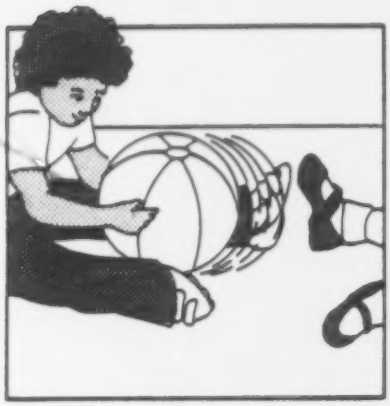
Speech-impaired: Emphasize the */sh/* sound in wash and washing.

Visually-impaired: Have the student show part of the face to be washed before student actually does washing motions.

Enrichment Variations

1. Adapt song to washing whole body (Bright and Shiny Persons).

2. Use Dry towels and have the students "dry" themselves as well as wash themselves.



LAP Item:
Personal/Social
No. 7
Responds to initial greeting

Hickory-Dickory Bumblebee

Students will sing the song "Hickory Dickory Bumblebee" and roll a ball to a peer who will sing his/her name, which the other students will repeat.

Related Skills

Motor: To increase accuracy in rolling from one person to another.

Cognitive: To increase verbal and melodic auditory memory skills.

Language: To tell names of peers.

Social: To function as part of a group in playing a game.

Materials

Medium-sized ball

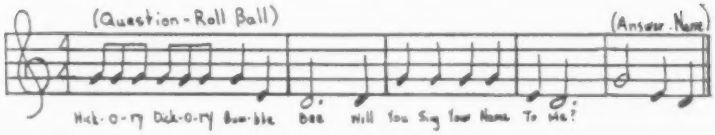
Procedure

Motivator: Have students seated in a circle in the large group area. Present the ball and have the students take turns practicing rolling the ball to each other. Helpful hints include keeping the ball on the floor and catching it with both hands.

1. Teach the following song: (Included on tape)

Song:

Hickory Dickory Bumblebee
Will you sing your name to me?



2. Begin game by having everyone sing the song. At the end, the ball is rolled to a student who sings his/her name.

3. The other students repeat that person's name using the same melody. Demonstrate a few times with the group leader's name until the process is clear.

4. Repeat for each student.

Suggested Modifications

Hearing-impaired: Have the student with limited hearing sign his/her name and the other students repeat it by signing it back. Use the word "sign" instead of "sing" in the song.

Mentally-handicapped: The group leader can model saying each student's name before each person's turn.

Physically-handicapped: The student with limited grasping can catch the ball with his/her feet of elbows or another body part as appropriate.

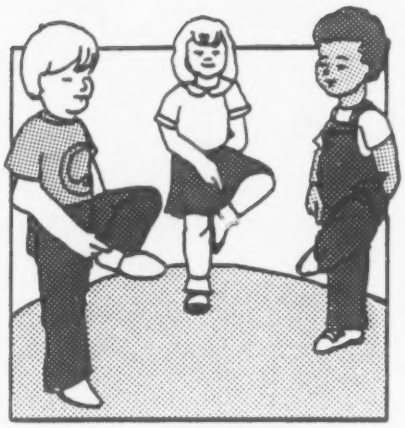
Speech-impaired: Model making buzzing sounds with the song's melody.

Visually-impaired: Have the students pass the ball clockwise instead of randomly to provide a workable structure. Use a ball with a bell inside.

Enrichment Variations

1. Have the students clap their names to increase rhythm awareness.

2. Have the students stand and bounce the ball to each other instead of rolling it.



LAP Item:
Personal/Social
No. 9
Plays simple group games

Autumn Leaves

Students will sing the "Autumn Leaves Song" and do prepositional movements and color identification on cue.

Related Skills

Motor: To move an object above the head and below the knees.

Cognitive: To use prepositional concepts above and below

Language: To name the colors of autumn leaves — red, yellow, orange, and brown.

Social: To cooperate with peers in presenting an object on cue.

Materials

Orange, red, yellow, brown construction paper leaves for each student, pictures of autumn scenes

Procedure

Motivator: Have students seated in the large group area. Present autumn pictures to the students. Discuss characteristics of autumn: colored leaves, cooler weather, shorter days, etc., calling attention to concept of autumn leaves falling off the trees.

1. Have the students stand with adequate movement space.

2. Tell the students they are going to play a game in which they pretend they are leaves falling off a tree.

3. Teach the following song: (Tune of "Twinkle, Twinkle")

Red and yellow and orange and brown
(Hold leaf behind back and present when color is sung)
Autumn leaves are falling down
(Child and leaf drifts to ground)
From above me in the trees
(Hold leaf above head)
Falling down below my knees
(Child and leaf drifts to ground)
Red and yellow and orange and brown
(Hold leaf behind back and present when color is sung)
Autumn leaves are falling down
(Child and leaf drifts to ground)

4. Give each student a leaf to hold behind his/her back. Make sure he/she knows what color it is. Teach the movements to the song.

5. Have the students trade their leaves and repeat game.

Suggested Modifications

Hearing-impaired: Repeat, demonstrate, and have student imitate each set of movements before going on to the next line.

Mentally-handicapped: Teach the colors of leaves before doing the activity. Stop and model the movement before each line.

Physically-handicapped: Have the student with very limited movement be the leaf holder.

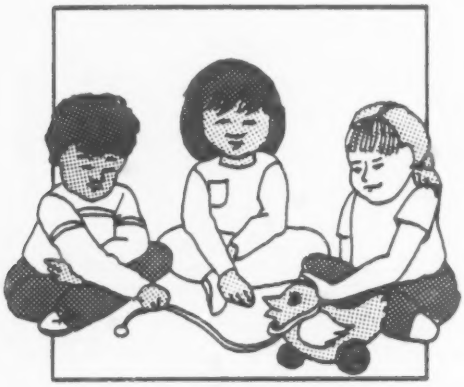
Speech-impaired: Sing the song in different voices to increase pitch awareness for the student with voice disorders.

Visually-impaired: Teach the song movements ahead of time. Make sure the student knows leaf color.

Enrichment Variations

1. Give each student leaves of all four colors.

2. Make other verses to describe summer, winter, and spring.



LAP Item:
Personal/Social
No. 11
Shares toy

Share a Toy

Students will sing the "Share a Toy" song at different speeds and pass toys in requested directions to each other.

Related Skills

Motor: To increase the ability to grasp and pass an object without dropping it.

Cognitive: To use the concepts left, right, fast, and slow.

Language: To understand and follow double directions.

Social: To take turns during a song/game.

Materials

Assorted toys, water soluble marker

Procedure

Motivator: Have the students seated in the large group area. Discuss the concept of sharing, how it feels to share toys, what toys are easy to share, what toys are hard to share, and why it is important to share toys.

1. Teach the following song: (Tune of "Row Your Boat")

Share, share, share a toy
(Pass toy around the circle)
Share it with a friend
(Pass toy around the circle)
Pass it right
(Person who has toy passes it right)
Pass it left
(Person who has toy passes it left)
Pass it right again.
(Person who has toy passes it right)

2. Have the students sit in a circle. Use the marker to put a red "R" on each student's right hand. Practice holding up right hands and then left hands. Call out right/left alternately at slow and fast speeds to reinforce the concepts of slow and fast.

3. Teach the movements of the song and start the game slowly. As students get used to the game, increase the speed. Then vary the speed from slow to fast and back. Add another toy(s) to increase the fun!

Suggested Modifications

Hearing-impaired: Give a predetermined signal to cue the student as to which direction to pass the toy.

Mentally-handicapped: Pass the toy in only one direction.

Physically-handicapped: Place a lap tray in front of the student who has limited movement to provide a place on which to stabilize the toy.

Speech-impaired: Model the */sh/* sound as in share. Say other */sh/* words such as shoe, shake, sheep, sheet, shape, and shell.

Visually-impaired: Use a toy that has a sound as a bell inside a stuffed animal or ball.

Enrichment Variations

1. Make toys in art to give to a friend.

2. Use musical instruments instead of toys and have the students play the instrument when the song stops.

LAP Item:
Personal/Social
No. 35
Tells Birthday

Birthday Blow Out

Each student will tell his/her birthdate and age, sing the "Tell Your Birthday" song, and blow out "people candles" which represent the student's age.

Related Skills

Motor: To increase balance skills in standing with feet together and hands at sides.

Cognitive: To understand the concept birthday.

Language: To verbalize birthdate and age.

Social: To cooperate with peers in playing a game and taking turns.

Materials

Two pieces of tagboard made into a circular birthday cake

Procedure

Motivator: Have the students seated in the large group area. Present the tagboard birthday cake. Discuss the concept of birthday and have the students describe birthday items such as cakes, candles, and presents.

1. With the students standing in the large group area, teach the following song: (Tune of "Bear Went Over the Mountain")

Can you tell us your birthday?
Can you tell us your birthday?
Can you tell us your birthday?
Tell us right away.

2. Choose a student leader to come to the front and tell how old he/she is.

3. Choose the correct number of students that would represent his/her age. Have them stand with feet together and hands at their sides on the tagboard cake to pretend they are candles.

4. Have everyone sing the birthday song. In the end, the student whose birthday is represented tells his/her birthday and goes around the cake to "blow out" the candles. As the candles are "blown out," each person falls to the floor.

5. Choose another student and repeat.

Suggested Modifications

Hearing-impaired: Teach the deaf student the birthday song ahead of time, using sign language as well as words.

Mentally-handicapped: Have the student tell the month and day only.

Physically-handicapped: Have the student in a wheelchair either put his head down (if possible) when "blown out" or move away from the candle spot.

Speech-impaired: Model the blowing technique, calling attention to the mouth formation and air flow.

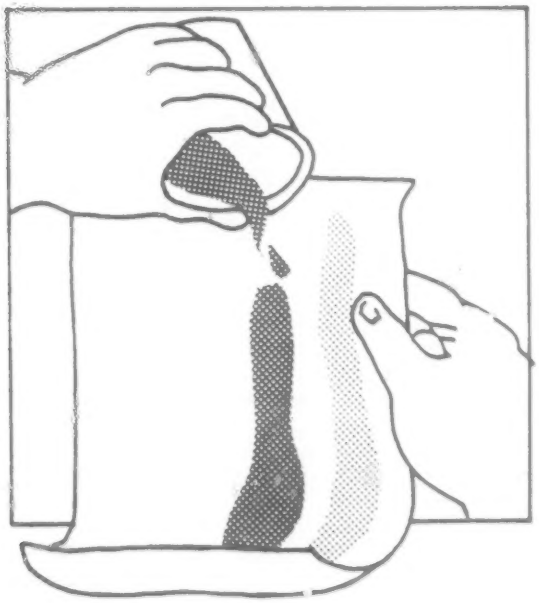
Visually-impaired: Place a tape path around the cake for the student to use.

Enrichment Variations

1. Make birthday cakes out of mosaic in art.

2. Make birthday candles out of wax.

Visual Arts



Visual Arts

The visual arts provide a means through which students can satisfy their desire to create by producing a visible symbol representing the reflection of an idea.

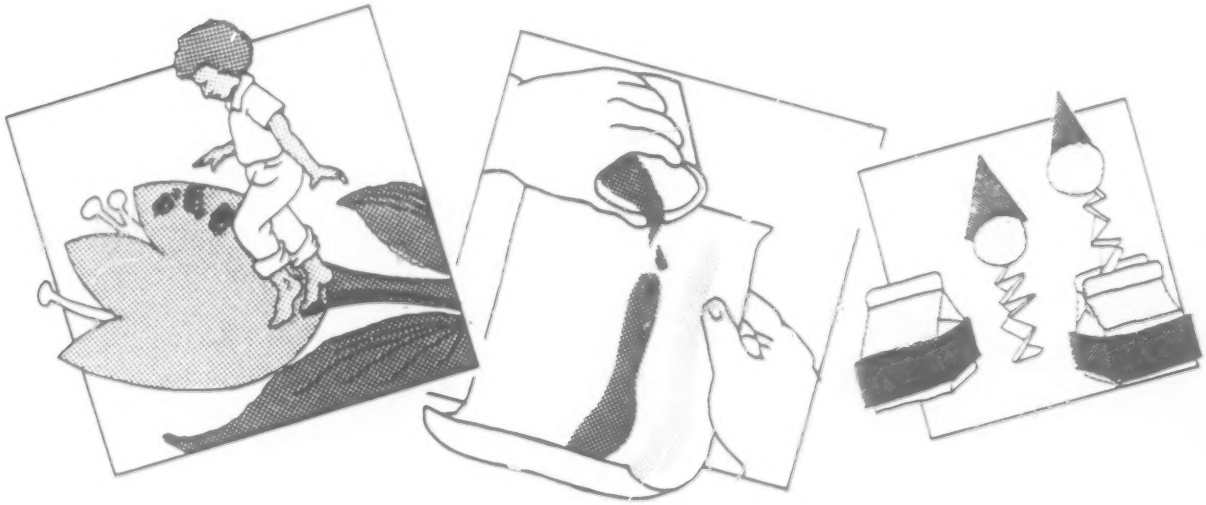
All levels of ability can be successful through participation in visual art activities. The activities presented in this guide are meant as a base from which students should be encouraged to change and adapt as needed in accomodating their creative desires. By allowing this flexibility to occur, there is no failure. There is, in fact, only successful experience in making a product which has meaning and value to its creator.

Through visual arts experiences, numerous skills are developed. Fine motor development is probably the most obvious area enhanced by visual art activities. Cutting, pasting, drawing, painting, and manipulating objects are all fine motor skills which are an integral part of art activities.

Visual art activities can easily be extended to include cognitive, language, and comprehension development. Students learn names of colors, shapes, sizes, and spatial awareness while doing visual art activities. Writing stories or having students talk about their art projects increases students' awareness of themselves and their environment.

Many educators and other professionals find the visual arts especially helpful in understanding children better, especially those children with special needs. Pictures and other art experiences provide insights to both the student and professional concerning feelings, acceptance of self and the handicapping condition, and how the student relates to his/her environment.

Exploration through the visual arts provides an infinite number of opportunities to have fun, learn, and produce individual treasures.



Tips for Visual Arts

1. Begin art activities by explaining and demonstrating the step-by-step procedure. Let the students know that your demonstration is not *the way* the project should look and that you expect each person to make his/her own decisions about how their projects will develop.

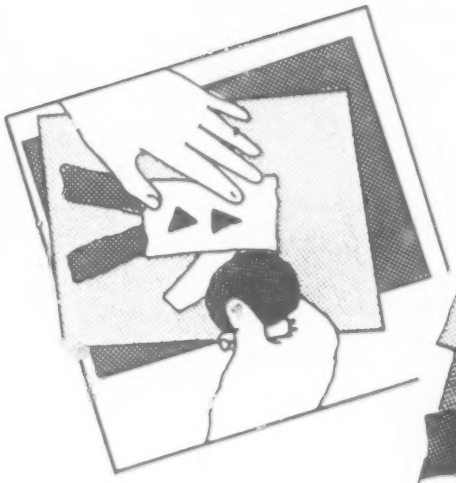
2. Next, give out the materials used to do the activity. In some cases, such as the "landscaping" activity, it is wise to give out materials in stages as they are needed rather than all at once.

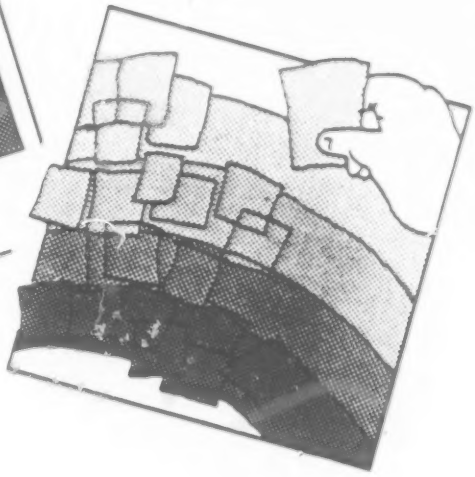
3. Provide adequate working space and time for each student to do the activity.

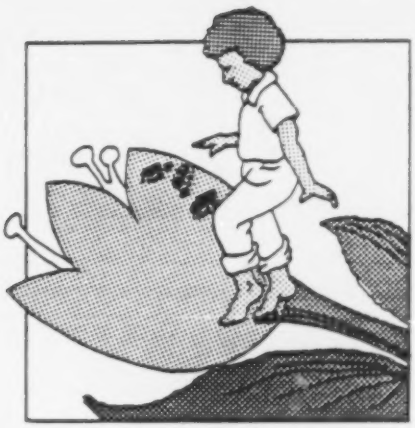
4. Encourage exploration, experimentation, and development of the project as the child works.

5. Ask students about their finished projects. Suggestions are asking why the student chose a particular color or material, what it represents, how the student feels about his/her finished product, etc.

6. Display finished projects as attractively as possible. The care taken in displaying art work helps students feel good about their art work and develops a sense of art appreciation for other people's work.







LAP Item:
Gross Motor
No. 14
Walking on tiptoes

Tiptoe Through the Tulips

Student will do tiptoe painting inside an outline of a tulip.

Related Skills

Motor: To increase eye-hand coordination in manipulating and grasping brushes and markers.

Cognitive: To understand concepts of empty/full, inside/outside, around, full.

Language: To identify a common flower (tulip), tell where it grows, and name two or more colors it could be.

Social: To increase skill in sharing materials with peers.

Materials

Picture of tulips, recording of "Tiptoe Through the Tulips," record or tape player, water-based paints, brushes, black crayon or markers, drawing paper, large tracing pattern of tulip (optional)

Procedure

Motivator: Have students seated in the large group area. Present pictures of tulips and discuss their characteristics - (color, what it is, when it grows). With students standing, play the song "Tiptoe Through the Tulips." Have students tiptoe in different ways through pretend tulips (fast, slow, backwards, in circles).

1. Have students seated at tables. Give each student one sheet of paper and a black crayon or marker.

2. Have students draw or trace tulip onto paper.

3. Have students draw the stem and use paint and brushes to color it.

4. Dip or paint students' toes with paint (count toes).

5. Have students tiptoe inside the tulip until fully painted.

6. Display pictures as a garden of tulips.

Suggested Modifications

Hearing-impaired: Repeat hand signals and words for tulips and tiptoes. Make sure the student can see the picture clearly and faces group leader during discussion.

Mentally-handicapped: Use tracing patterns to make tulip and stem outlines. Or, have student tiptoe randomly on a sheet of paper and cut it into a tulip shape.

Physically-handicapped: For students in wheelchairs, use a lap tray and tracing patterns for a more manageable structure. Put "tulip" on the floor in front of the wheelchair and let student paint with toes. Make sure he/she has on a seat belt and an adult available for assistance.

Speech-impaired: Present the /t/ sound, as in tulip and tiptoes. Stress the position of the teeth and tongue.

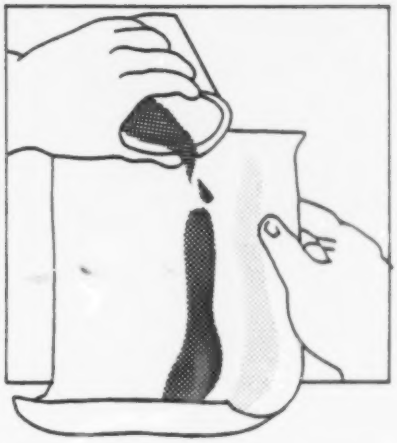
Visually-impaired: Have a plastic tulip for the student to feel. Using tracing patterns, have student outline tulips and stem with glue. After it dries, have student paint stem feeling outline with hand. Student can then tiptoe inside the tulip using the glue outline as a boundary. Sand might be added to paint for additional tactile stimulation.

Enrichment Variations

1. Make an outline of a tulip with yarn, glue, or punched holes.

2. Make other flowers, animals, foods, shapes, or letters and do tiptoe paintings.

3. Tiptoe in different ways (backwards, forwards).



LAP Item:
Gross Motor
No. 22
Carries cup of water

Landscaping

Students walk from a table to the sink to create a landscape picture by pouring different cups of paint across their paper from top to bottom.

Related Skills

Motor: To increase accuracy in pouring liquids.

Cognitive: To increase skill in accurately identifying colors.

Language: To increase skill in following directions sequentially.

Social: To increase skill in waiting for a turn.

Materials

Small paper cups, thickly mixed water-based paints in red, yellow, orange, light blue, light green, dark green, brown, and black, 18" x 24" drawing paper

Procedure

Motivator: Have students seated in large group area. Show different pictures of landscapes and discuss characteristics. Have four students lie down on the floor beside each other to illustrate the idea of sequencing paints on the paper next to each other.

1. Place already mixed water-based paints and cups on the table away from sink.

2. Have paper placed beside sink.

3. Let students take turns pouring small amounts of each color of paint into small paper cup.

4. Have students carry paint to sink.

5. Have students pour first color (sky) in a line across top of paper.

6. Have students carry second color to sink and pour in line under first color.

7. Repeat until all colors are used.

8. Display landscape pictures.

Suggested Modifications

Hearing-impaired: Have group leader take students to the sink and demonstrate activity one on one.

Mentally-handicapped: Limit to 3 or 4 colors of paint. Have lines pre-drawn on paper to contain each color and an example near the sink for the student to see. Help with pouring paint as needed.

Physically-handicapped: Use braces, walkers, and wheelchairs as needed to assist student in walking. Have funnels available to help control pouring the paint. Student may need to sit down when pouring the paint.

Speech-impaired: Present the hard /c/ sound, as in carry and cup.

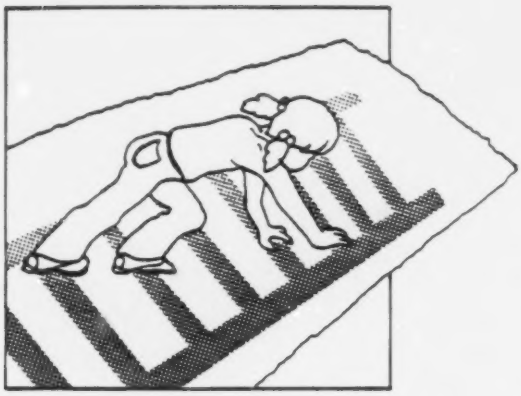
Visually-impaired: Put rough surface tape on the floor so the student will know where to carry the paint. He/she can use edge of paper (top moving to bottom) to know where the next line of paint should be. Each paint can be textured to help identify different colors (use sand, sawdust, rice, salt).

Enrichment Variations

1. Have each child add pictures such as birds or flowers with markers when the landscape is dry.

2. Make a game of carrying the paint in a zigzag line, around obstacles, or walking sideways.

3. Walk through various landscapes (rocky, snow, swamped).



LAP Item:
Gross Motor
No. 32
Climbs ladders of playground equipment

Ladder Building

Students will make cardboard ladders on which they will practice left/right alternation of feet in the classroom. They will then climb ladders of the playground equipment.

Related Skills

Motor: To increase skill in left/right alternation of legs and feet.

Cognitive: To increase ability to judge spatial distance.

Language: To follow sequential activity in making object.

Social: To increase skill in cooperating with peers in sharing materials.

Materials

Cardboard boxes (heavy duty if possible), scissors, wallpaper, books, crayons, paint, markers, ladder

Procedure

Motivator: Have students seated in large group area. Show students a ladder and discuss its use. Have students practice climbing imaginary ladders with hands. Stress alternating right and left feet.

1. Pre-cut cardboard into strips. Each ladder will need 2 strips 36" long and 4 strips 12" long.

2. Students will decorate all parts of the ladder with any one or combination of wallpaper, markers, crayons, or paint.

3. Students will glue rungs on ladder evenly spaced apart. (Optional: Have students measure.)

4. After ladder dries, students will practice walking "up and down" ladder using alternating feet with ladder flat on the floor.

5. Students will climb real ladders on playground equipment as they practice on the cardboard ladders.

Suggested Modifications

Hearing-impaired: Repeat hand signals and word for ladder with student facing group leader. Have student repeat signals back.

Mentally-handicapped: Place rungs on ladder sides for student. Then have student lift rungs one at a time and glue in place. Encourage use of hands for extra balancing.

Physically-handicapped: For student in braces, supply bolsters or wedges to give student extra support on the floor while making the ladder. Have a support bar or an adult to assist in climbing the ladder.

Speech-impaired: Have student practice saying the word ladder. For the */l/* sound model the position of the tongue. For the */d/* sound model the position of the mouth and teeth.

Visually-impaired: Teacher can put notches on the ladder sides so the student will know where the rungs go. An adult can hold the hands of student to assist in climbing the ladder. Stress using hands as well on playground ladders.

Enrichment Variations

1. Collect sticks and make ladders.

2. Play follow the leader and include climbing ladders.

3. Make wooden ladders with real carpentry tools.

LAP Item:
Gross Motor
No. 55
Jumps rope

Rope Talk

Students will make jump ropes and use them in class.

Related Skills

Motor: To increase eye-hand coordination in tying knots.

Cognitive: To increase accuracy in measuring and in counting to 5.

Language: To increase skill in saying rhymes.

Social: To increase cooperation in taking turns when sharing materials.

Materials

3 or 4 jump ropes for examples, tape (colored tape if available), 2 large beads per child, cord of rope, scissors, measuring tape

Procedure

Motivator: Have students seated in large group area. Show jump ropes and discuss how they are made. Have one or two students demonstrate jumping rope.

1. Have students measure and cut rope or cord 60 inches long. Or use a pre-cut rope as a measuring guide to cut cord 60 inches long.

2. Have students tape ends of rope to keep intact and so it will go through the beads easier.

3. Have students put each end of rope through a bead and tie a knot so it stays in place.

4. Have students practice jumping their rope. They can learn rhymes and songs for jumping rope. A suggested rhyme is:
   I can jump my rope sky high.
   1, 2, 3, 4, 5

Suggested Modifications

Hearing-impaired: Repeat hand signal and words for jump rope, facing student. Let one student jump rope while another signs jump rope rhyme.

Mentally-handicapped: Pre-cut rope for students. Practice jump rope skill slowly and in skipping style first.

Physically-handicapped: Have students with limited movements be jump rope turners or say rhyme for another student.

Speech-impaired: For students with voice disorders, practice saying the rhymes different ways (soft or loud) and call attention to acceptable pitch of voice.

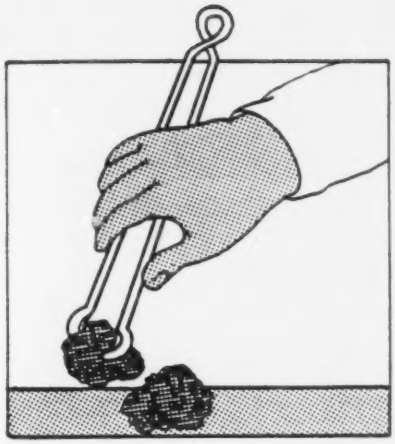
Visually-impaired: Have a sample rope for student to feel as a measure length of cord. Have a sighted peer stand with student, hold rope together, and demonstrate jumping rope slowly in small steps (raising arms, rope over head, look to front, step over rope).

Enrichment Variations

1. Have students jump rope to music.

2. Have students decorate rope or beads with markers.

3. Have a jump rope performance for another class.



LAP Item:
Fine Motor
No. 15
Picks up small object with tongs

Painting With Tongs

Students will pick up small objects with tongs, dip the object in paint, and make a print on their paper.

Related Skills

Motor: To increase eye/hand coordination and grasp/release movement of hand.

Cognitive: To understand the difference between large and small objects.

Language: To respond to questions describing objects which are large and small.

Social: To cooperatively participate with peers in sharing materials.

Materials

Tongs, large and small samples of objects (large and small sponges, shells, balls, rocks), assorted colors of paint in flat containers, 18" x 24" drawing paper

Procedure

Motivator: Have students seated in the large group area. Present a pair on tongs. Demonstrate and discuss how they are used. Present large and small objects and play a game in which students take turns picking up small objects with tongs.

1. Have students seated at tables. Distribute paper to each student. Place containers of paint, large and small objects, and pairs of tongs on tables for students to share.

2. The students use the tongs to pick up the *small* objects from the containers one at a time, dip them in the paint, and place them on the paper to make a print.

3. After the print has been made, the student will use the tongs to remove the small object and return it to the original container.

4. Encourage students to make patterns when printing with the various items.

5. Display pictures after they are dried.

Suggested Modifications

Hearing-impaired: Have student facing group leader so he/she can see the demonstration with the tongs. Use hand signals to signify small and large.

Mentally-handicapped: Using fewer objects, demonstrate the procedure step by step for the students.

Physically-handicapped: Present large and small items on a lap tray one pair at a time. Student will make choice of small object with tongs.

Speech-impaired: Model the */sm/* sound, as in small, calling the student's attention to the teeth and lip positions.

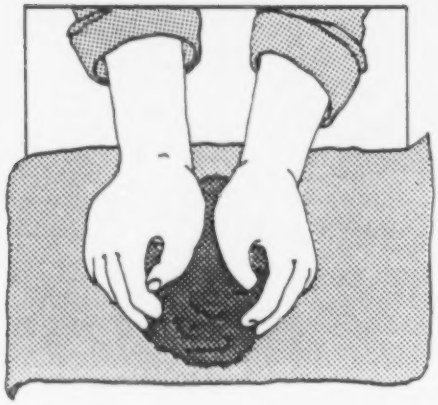
Visually-impaired: Have the student hold a large and small object (one in each hand) and identify the small object. Next, assist the student in learning how to use the tongs. As he/she holds the small object in one hand and the tongs in the other hand, have the student grasp the object with the tongs.

Enrichment Variations

1. Cut sponges into large and small shapes and do the sponge painting on tissue paper.

2. Cut up different types of food and use the tongs to make fruit and vegetable printings.

3. Put the tongs in the dramatic play area for students to use.



LAP Item:
Fine Motor
No. 22
Makes ball out of clay

Decorative Clay Balls

Students will roll clay into a ball and make designs on the ball with toothpicks, forks, and/or straws. After the clay has dried, the students will paint the balls.

Related Skills

Motor: To increase skill in manipulating small instruments.

Cognitive: To understand the concept of a ball.

Language: To name different objects throughout the room which are ball shaped.

Social: To participate in a group activity where the students will share time speaking and take turns in doing an activity.

Materials

Clay (clay - 1 cup flour, ⅓ cup salt, ½ cup water, a few drops of liquid detergent or vegetable oil). (1) Mix flour and salt together in a bowl. (2) Slowly add the water, oil (or detergent). (3) Knead dough well.

Toothpicks, forks, straws, assorted colors of paint. Assorted ball shaped items (plastic ball, beach ball, baseball, basketball, marble, globe, orange cherry tomatoes, round bead, grapefruit), a few other items which are not balls

Procedure

Motivator: Have students seated in the large group area. Show a plastic ball and pass it around the circle encouraging students to feel the shape. Introduce this new shape as a ball and discuss its definition. On

the floor place the beach ball, baseball, basketball, marble, globe, orange, cherry tomato, round bead, grapefruit, and several other objects which are not balls. Have children come and choose the objects which are ball-shaped one at a time.

1. Have students seated at tables and give a lump of clay to each student.

2. Students will work with the clay and shape it into a ball.

3. Using the small utensils (toothpick, straw, fork), the students will make different designs on their balls.

4. Let the balls dry overnight.

5. Have the students paint their balls the following day.

6. Display "decorative clay balls." They can also be used as paper weights.

Suggested Modifications

Hearing-impaired: During the motivator, have the student make a ball shape with his/her hands to discriminate which items are ball shaped.

Mentally-handicapped: Demonstrate forming the clay into a ball before starting the activity.

Physically-handicapped: For a student who has difficulty with the squeezing motion, provide a hard surface (such as a lap tray) for the student to roll the clay upon.

Speech-impaired: As the student is making his/her ball, model the progression of lip movement for each sound in the word ball.

Visually-impaired: Have student feel several objects which are ball shaped and discuss definition. Give student two objects (a ball shape and non-ball shape) and have his/her identify which one is a ball shape.

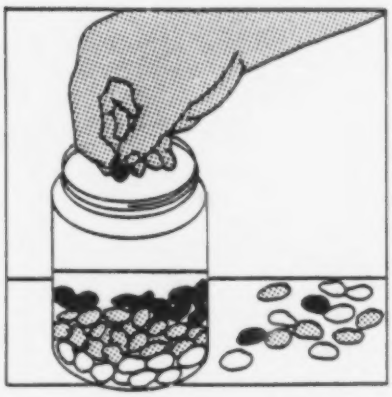
Enrichment Variations

1. Play a game in which the students pass the ball under the legs or over the head on cue.

2. Make small balls of clay. With a toothpick make a hole in the middle of each one. After they are dry, paint them to make into beads. String them to make a necklace.

3. Make sugar cookies or chocolate chip cookies. Roll into a ball before placing them on the cookie sheet.

4. Roll clay into balls. Stack them to make a snowman.



LAP Item:
Fine Motor
No. 26
Places small object into bottle

Bottle Art

Students will create a design within a bottle by placing objects (beans) in layers into the bottle.

Related Skills

Motor: To increase skill in using pincer grasp.

Cognitive: To increase skill in identifying colors.

Language: To name likenesses and differences according to shape, color, and size.

Social: To cooperatively share materials with peers.

Materials

Small clear or light colored plastic bottles for each student, containers of assorted colors of beans (black beans, red lentils, pintos, white beans, kidney beans, etc.)

Procedure

Motivator: Have students seated in large group area. Place a clear plastic bottle and containers of beans in front of students. Discuss colors, likenesses, and differences of beans. Have students help fill the bottle full of different layers of beans. (It could be used as a paper weight.)

1. With students seated at tables, distribute a clear or light colored bottle to each student. Place containers of different colored beans on the tables.

2. Instruct students to take one bean at a time out of the container and place it into the bottle.

3. Encourage students to put colored beans into the bottle in layers to create patterns. (The sample bottle done as the motivator may be placed on the table to be used as a guide.)

Suggested Modifications

Hearing-impaired: For a student with some hearing ability, hold the bottle close to his/her ear so he/she can hear the beans hit the bottom of the bottle.

Mentally-handicapped: Use a wide mouth plastic bottle and larger beans. Or, use other objects such as colored macaroni which are larger and easier to handle.

Physically-handicapped: For a student who has limited grasping ability, use fewer beans and place at random. Tape the bottle to the table so it is stablized. Use a funnel to help the beans into the bottle.

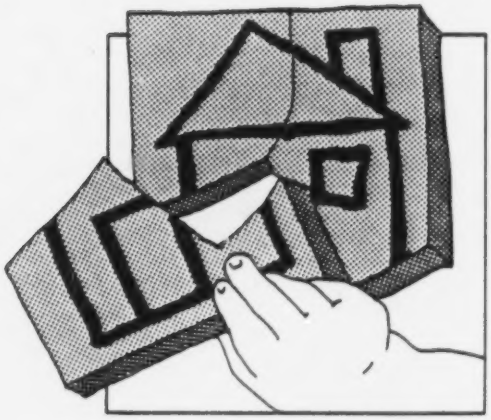
Speech-impaired: Model saying the words "bottle" and "bean." Call attention to the fact that they both begin with the */b/* sound but are followed by another sound. Present other */b/* words.

Visually-impaired: Use fewer types of beans which are easier to distinguish from each other by touch (lentils, kidney beans, white navy beans). Have student periodically check to see how full the bottle is by putting his/her index finger inside the bottle until it touches the beans.

Enrichment Variations

1. Different objects such as beads, colored macaroni, colored rice, or colored sand may be placed in the bottle to create various designs and patterns. The bottle may be tilted to change the designs.

2. As a center activity, have students fill three bottles with a small, medium, and large number of beans. Put in order from small to large.



LAP Item:
Fine Motor
No. 28
Completes 3-piece puzzle

Puzzle Fun

Each student will complete a 3-piece puzzle that he/she made.

Related Skills

Motor: To practice cutting, drawing, and manipulating small objects.

Cognitive: To understand the concept of "home."

Language: To define the word "home" and tell likenesses and differences in relation to the concept "home."

Social: To take turns answering questions during a group discussion.

Materials

8" x 8" sheet of paper, crayons, scissors, 8" x 8" pieces of tagboard or cardboard, pictures of houses, apartments, trailers

Procedure

Motivator: Have students seated in large group area. Ask the students what the word "home" means and discuss why people need homes. Present pictures of houses, apartments, and trailers. Discuss likenesses and differences of each.

1. Have students seated at tables and give each student a piece of paper and crayons.

2. Tell students to draw a picture of their "home." Remind students of what their homes look like (number of windows, doors, color, size, shape).

3. When students have completed their drawing, have them glue their pictures onto a piece of tagboard or thin cardboard.

4. Let the pictures dry and cut them into three pieces to make a puzzle.

5. Have students put their home puzzles together.

Suggested Modifications

Hearing-impaired: Hold up two different pictures of a home. Have the student point to all the windows in each one. Give the hand signals and say the word "window." Repeat for door, wall, roof, floor, etc.

Mentally-handicapped: Provide patterns of houses, apartments, and trailers for the students to trace and finish as appropriate.

Physically-handicapped: Have the student with limited fine motor skill use markers since they make a heavier line with less force.

Speech-impaired: Imitate the */p/* sound in different ways (fast, slow, loud, soft).

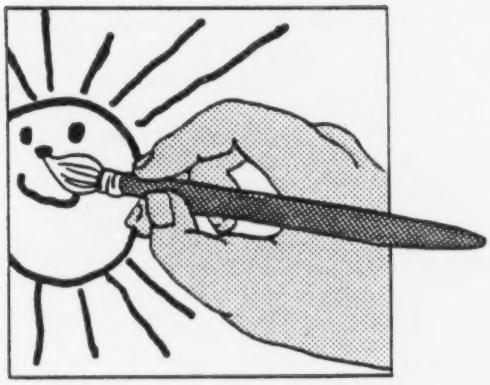
Visually-impaired: Have cardboard models of an apartment, a house, and a trailer available for the student to feel. Take the student around the room and identify windows, doors, walls and floors. Provide textured finger paint for the student to use in making his/her puzzle.

Enrichment Variations

1. Use other subject matters — letters, numbers, animals, flowers, leaves, or snowmen.

2. Do a group together puzzle of the school on a large pice of cardboard.

3. Make puzzles out of magazines or photographs.



LAP Item:
Pre-Writing
No. 8
Paints lines, dots, circular shapes

Happy Suns

Students will paint circular sun using lines and dots to make face and rays.

Related Skills

Motor: To increase pincer grasp and eye-hand coordination.

Cognitive: To understand the concepts of circle, dot and dash.

Language: To name likenesses and differences in sizes of shapes.

Social: To increase skill in taking turns.

Materials

Water-based paints in assorted colors, paintbrushes, 18" x 24" paper, water, chalkboard

Procedure

Motivator: Have students seated in large group area. Using *water*, paint a circle on the chalkboard. Ask students what shape it is. Have students take turns making different size circles with water. Repeat for dots and dashes.

1. Have students seated at tables with paint, brush, and paper.

2. Have the students make "Happy Suns" with circles, dots and dashes.

3. Display "Happy Suns" on a blue background.

Suggested Modifications

Hearing-impaired: Have student seated near chalkboard so he/she can see clearly. Have student draw circles, dots and dashes in air.

Mentally-handicapped: Structure the painting. Have student paint the circle first, then the dashes, then the dots for the face.

Physically-handicapped: Use foam rubber roller around the brush to help pincer grasp.

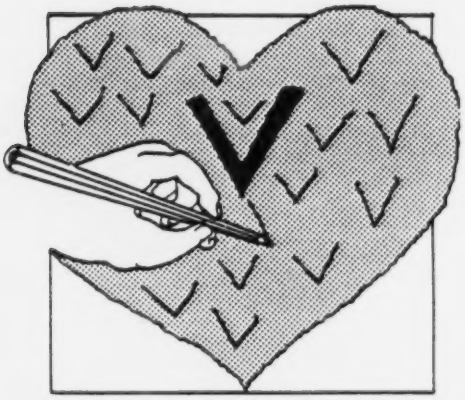
Speech-impaired: Present the */d/* sound with special attention to the teeth position and air flow speed.

Visually-impaired: Have student trace water designs with fingers and say names. Make the circle with clay and paint rays and faces.

Enrichment Variations

1. Make circles with pipe cleaners and glue on paper. Paint rays and face.

2. Write language experiences stories about why the suns are happy.



LAP Item:
Pre-Writing
No. 13
Copies V

Letter Design

Students will repetitively copy the letter **V** to create designs on pictures that begin with **V**.

Related Skills

Motor: To increase skill in grasping and manipulating small objects.

Cognitive: To understand the concept of beginning sound.

Language: To increase skill in following a three-step direction in the correct sequence.

Social: To work independently among classmates.

Materials

Outlined picture of objects that begin with **V** such as vest, violet or valentine. Large card with the letter **V** on it, crayons

Procedure

Motivator: Have students seated in large group area. Present a card with the letter **V** on it. Ask students to say the letter's name and the sound it makes. Make **V**s with fingers in the air, on the floor, and on different parts of the body.

1. Have students seated at tables.

2. Give each student crayons and a picture of a **V** object with the letter **V** on it.

3. Students will be instructed to copy the letter all over the object to create a design.

4. The children will then color the picture within the designs.

Suggested Modifications

Hearing-impaired: Have student seated near group leader so he/she can see clearly how to say **V** and how to make the **V** sound. Teach the hand signal for **V**.

Mentally-handicapped: Have **V**'s predrawn on the picture for students to trace.

Physically-handicapped: For the student with limited fine motor control, have a large picture to make **V**'s inside and provide lots of room for hand and arm movement.

Speech-impaired: Present the /V/ sound. Call attention to teeth and lip position.

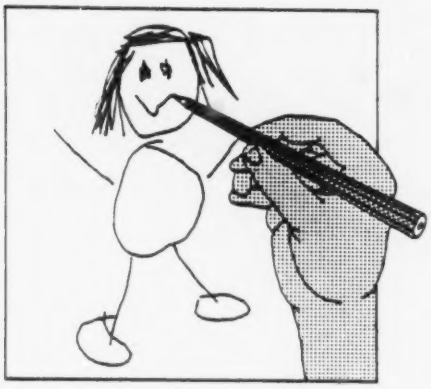
Visually-impaired: Have model of **V** for the student to feel. Assist student in tracing shape. Have student fill his/her picture with toothpick **V**'s.

Enrichment Variations

1. Other letters may be used to create designs in the same manner. Or, letters may be used in combination i.e., two or more letters may be used on the same object.

2. Have students make **V**'s with their body parts (fingers, arms, legs.)

3. Fill in pictures with shaving cream **V**'s.



LAP Item:
Pre-Writing
No. 29
Draws recognizable person with 6-7 body parts

People Puppets

Students will draw a self-portrait, cut out the various body parts, and reassemble them with brads so they become moveable. (Students can put space around arms or legs if they are represented by one line.)

Related Skills

Motor: To increase pincer grasp in using a writing tool.

Cognitive: To understand concept of self.

Language: To increase skills in naming body parts.

Social: To take turns with peers in using materials.

Materials

Assorted crayons, markers, or chalk, large sheets of butcher paper, brads, scissors hole punchers, yarn for hair, buttons for eyes, pieces of cloth for clothing

Procedure

Motivator: Have students seated in the large group area. Choose students to stand in front of the class and move various body parts as they are named. Have everyone do together.

1. Demonstrate, with one student, how to draw a simple body (with 6 parts or more), cut it out, and reassemble with brads so that it moves like a real person.

2. Give materials to students and have them make a self-portrait. They can lay down and trace around each other if they would like life-size portraits.

3. Have students cut out body in parts and reassemble to make self-portrait people puppets.

4. Encourage students to use self-portrait people puppets to do a funny dance, pretend they are robots, or break dance using the moveable parts.

Suggested Modifications

Hearing-impaired: Have student seated near the group leader so he/she can see the procedure.

Mentally-handicapped: Break the activity into steps. Do head only. Then add body. Then add arms and so forth.

Physically-handicapped: Make sure the student feels comfortable drawing himself/herself as he/she is. Give physical assistance in helping student stand if needed.

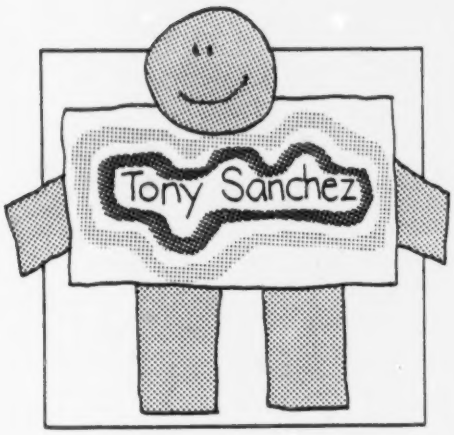
Speech-impaired: For a student with limited articulation, model expanding sounds to whole words as much as possible when naming body parts.

Visually impaired: Have student use his/her hands to measure the proportions between head and shoulders, arms and legs, knees and feet, etc.

Enrichment Variations

1. Have students make people pictures by cutting up magazine pictures of different body parts and glueing them together to make a whole person.

2. Have students look in the mirror and draw themselves in relation to rest of the scene in mirror.



LAP Item:
Pre-Writing
No. 35
Prints first and last name

Namebuster

Each student will paint his/her name in the middle of the paper. He/she will then paint configurations (outlines following the shapes of the letters in the person's name) around the name until the paper is full. After it is dry, each student will add shapes for legs, arms, and head to make the picture into a person.

Related Skills

Motor: To increase eye-hand coordination in following a designated configuration on paper.

Cognitive: To recognize and point to basic shapes (circle, triangle, square, rectangle).

Language: To name basic shapes and body parts.

Social: To increase skill in waiting for a turn to make a project.

Materials

18" x 24" drawing paper, assorted water-based paints, brushes, assorted construction paper, shapes (circles, squares, rectangles, triangles), glue, scissors

Procedure

Motivator: Have students seated in the large group area. Present pre-made "namebuster" painting and pre-cut shapes. Have students help put the "namebuster" together.

1. Have students choose at least two colors of paint, a small and large brush, and paper.

2. Have student paint his/her name in the middle of the paper with a small brush.

3. With second color of paint and large brush, have student paint configuration around name.

4. With first color paint — paint second configuration.

5. Continue to rotate colors. Paint around name until paper is filled.

6. After painting is dry, have students glue shapes on for head, arms, and legs making this painting into a body.

7. Display "Namebuster."

Suggested Modifications

Hearing-impaired: Make sure student can see the picture of namebuster and the group leader's face as explanation is being given. Sign directions if needed.

Mentally-handicapped: Have name predrawn, so student can trace name. Pre-draw paths and have student paint within them.

Physically-handicapped: For student with limited muscle control, use bolster or wedge for support.

Speech-impaired: Model the */n/* sound, focusing on elevation of tongue behind front teeth.

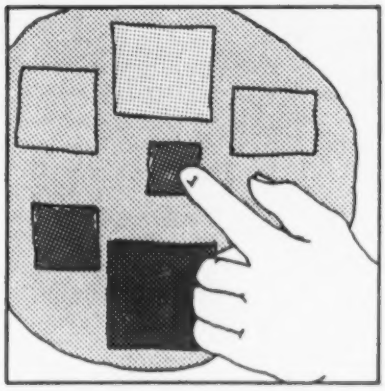
Visually-impaired: Texture paint with sand for name and use cardboard instead of paper. Have student use playdough for configurations.

Enrichment Variations

1. Do activity with different mediums (finger paint, markers, crayons).

2. Make a mural of everyone's name as a class project without body parts.

3. Make guessing game — hold up a "namebuster" and have classmates read name.



LAP Item:
Cognitive
No. 20
Points to small squares

Stained Glass Windows

Students will make a paper stained glass window using small squares of tissue paper.

Related Skills

Motor: To increase eye-hand coordination in manipulating small objects.

Cognitive: To recognize squares and understand the difference between a large and small square.

Language: To develop skill in communicating differences in shapes and their sizes.

Social: To cooperate with peers in taking turns.

Materials

Large and small plastic square models, two circular (10" diameter) pieces of black construction paper with square holes cut out, small squares of various colors of tissue paper (about 6-8 per student), glue

Procedure

Motivator: Have students seated in the large group area. Present a large and small plastic square. Discuss similarities and differences of these and other squares. Find items in the room the same size and shape as each square.

1. Have students seated at tables. Distribute two circular pieces of black construction paper to each child. Have squares of tissue paper and glue at each table.

2. Students will place a small amount of glue on the edge of the tissue square and put it over a square hole on the black construction paper.

3. After the squares on the black paper are covered with tissue paper, put a small amount of glue on the edge of the circular black paper and place the other piece of black paper on top, making sure the tissue paper can be seen from each side.

4. Display stained glass pictures in the windows of the classroom.

Suggested Modifications

Hearing-impaired: Have student face the group leader so he/she can clearly see the large and small squares. Repeat hand signal and word for small.

Mentally-handicapped: Have fewer squares cut in the circular black paper.

Physically-handicapped: Use a larger circular piece and provide a small glue container with an elastic wristband for the student with limited hand movement.

Speech-impaired: Model the */squ/* sound as in square. Have student help name other words that begin with the */squ/* sound.

Visually impaired: Place a large and small square in each of the student's hands. The student will give the instructor the small square. Have large and small squares made from different transparent textures (types of cloth) for the student to use.

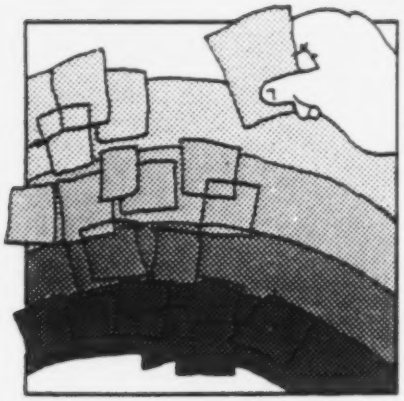
Enrichment Variations

1. Make a mosaic using small squares.

2. Bake cookies which are cut into large and small squares.

3. Make a city mural using small squares.

4. Make a train out of small squares.



LAP Item:
Cognitive
No. 26
Matches four colors

Rainbow

Students will match and recognize four colors by gluing small square pieces of tissue paper onto the matching color of a large paper rainbow as a togther activity.

Related Skills

Motor: To increase coordination of the pincer grasp.

Cognitive: To recognize and match colors of red, blue, yellow, and green.

Language: To develop verbalization in responding to descriptive question of the colors of various objects.

Social: To work as part of a group in making a class project.

Materials

Large sheet of bulletin board paper cut into the shape of a rainbow and divided into four sections which are colored yellow, green, red, blue. Items such as:

Red — apple, ball, socks, radish
Yellow — corn, banana, squash, shirt
Green — shoes, towel, book, celery
Blue — blueberries, hat, blue jeans, necklace

Procedure

Motivator: Have students seated in the large group area. Present the different colored items mixed together on the floor. One by one have students sort the items into color groups and identify each color as they perform the task.

1. Have students remain in large group area. Place the paper rainbow in the center of the students.

2. Distribute tissue paper squares making sure each student has several of each color.

3. As the teacher briefly discusses each color on the rainbow, the students come forward and glue the tissue paper on the matching color of the rainbow. (Place one dot of glue in the middle of the square and pull the edges up so that the squares are three-dimensional.)

4. Display the rainbow. It looks great over a doorway!

Suggested Modifications

Hearing-impaired: Repeat hand signals and words for colors red, green, yellow, and blue several times facing each child.

Mentally-handicapped: Discuss one color at a time (one per day) allowing four days to complete the rainbow.

Physically-handicapped: Have the student in a wheelchair be the rainbow holder while the other students glue on the tissue paper.

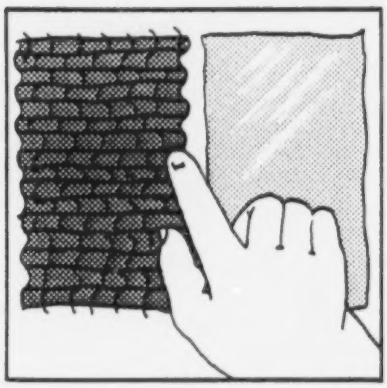
Speech-impaired: Model the beginning sounds for each color word, encouraging students to use correct mouth and tongue formations.

Visually impaired: Seat the student with some visual acuity next to the rainbow asking him/her to assist when possible to reinforce color recognition.

Enrichment Variations

1. Use a prism to show a rainbow.

2. In cooking, make: Red — strawberry jello
   Yellow — cornbread
   Green — salad
   Blue — blueberry pie



LAP Item:
Cognitive
No. 28
Points to rough and smooth textures

Rough and Smooth Collages

Students will use pieces from a sample wallpaper book and divide them according to texture (rough and smooth). They will then make a collage of rough pieces on one half of the paper and smooth pieces on the other half.

Related Skills

Motor: To increase eye-hand coordination in using scissors.

Cognitive: To understand similarities and differences in sorting objects.

Language: To develop skill in communicating differences in various objects.

Social: To participate with peers in a group discussion and in taking turns separating objects.

Materials

Stick, emery board, sandpaper, rough piece of wallpaper, rough rock, piece of paper, smooth piece of wallpaper, smooth rock, small chalkboard, many pieces of rough and smooth wallpaper, glue, paper for each student divided in half, scissors

Procedure

Motivator: Have students seated in the large group area. Show students various rough and smooth objects. Allow them to touch and feel the difference in texture. Have students explore the room looking for rough and smooth surfaces. When they return to the group area, discuss some of the surfaces they have discovered. Have the rough and smooth objects in the middle of the group. One by one, have the students come forward and sort them into rough and smooth groups.

1. Have students seated at tables. Distribute large paper divided in half, rough and smooth pieces of wallpaper and glue.

2. Have students cut and glue rough pieces of wallpaper on one side and the smooth pieces on the other side.

3. After the pictures dry, display the rough/smooth collages.

Suggested Modifications

Hearing-impaired: Repeat hand signals for rough and smooth several times facing the child. Have them point out various objects in the room with these textures. Face the child and sign the names of the objects he/she selects. Have him/her repeat the signing back to you.

Mentally-handicapped: Discuss smooth textures one day and rough textures the next day. Or do one a week if necessary to insure successful participation.

Physically-handicapped: Provide an assortment of precut rough and smooth pieces of wallpaper for the student who has difficulty using scissors.

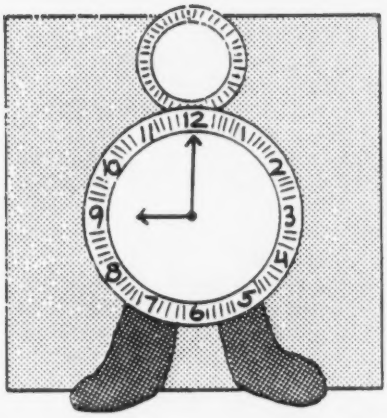
Speech-impaired: Make a game of "rough" sounds and "smooth" sounds to provide articulation practice.

Visually impaired: Place the rough and smooth objects, one at a time, in the students' hands allowing detailed exploration. Have student describe the texture and decide whether it is rough or smooth.

Enrichment Variations

1. Go on a nature walk to find rough and smooth objects. (Make a collage with findings.)

2. Mix corn meal and water. Have students make designs on a surface (rough). Finger paint on another paper (smooth).



LAP Item:
Cognitive
No. 82
Tells time on the hour

Clock People

Students will make clock people out of paper plates and practice telling time with them.

Related Skills

Motor: To increase skill in manipulating small objects for assembling a project.

Cognitive: To learn numbers 1-12 and to understand similarities and differences of clocks.

Language: To increase skills in counting aloud through 12 and to name parts of clock (hands, face, etc.).

Social: To participate in making and using an object independently.

Materials

Large paper plates, small paper plates, markers or crayons, brads, pre-drawn hands (one long and one short) for each clock, pre-drawn or pre-cut feet for each clock, a pre-assembled clock person

Procedure

Motivator: Have students seated in the large group area with clocks in front of the students face down. Discuss what clocks do and why we need them. Have students take turns picking up each clock example. Discuss similarities and differences of clocks. Call attention to the characteristics all clocks must have (numbers 1-12 in the correct position, a short and long hand in the center, etc.). Make the "clock sound" with the tongue. Show students clock person and explain procedure of making one.

1. Have students seated at tables. Give each student one small and large paper plate, a set of hands, a set of legs, four brads, crayons or markers, containers of scrap paper and yarn, and scissors.

2. Have students number the large paper plate 1-12, with numbers in the correct order and position using a black crayon or marker.

3. Have students draw a face in the middle of the small paper plate.

4. Have students decorate both plates as they wish, making sure the numbers are clearly visible.

5. Students then need to cut out the hands and legs.

6. Have students assemble clock person with brads.

7. Students can use scrap paper or yarn by adding hair or other decorations to make their clock person unique.

8. Have students practice making and telling time to the hour on their clocks. Make a game out of it: group leader has students count to 3 and make requested time; group leader holds up a number and students make time; one student makes the tick-tock sound with his/her tongue to indicate the requested time; etc.

Suggested Modifications

Hearing-impaired: For a student with limited hearing capabilities, hold clock near his/her ear so he/she can hear the clock sound.

Mentally-handicapped: Make the activity more structured by giving out the materials step-by-step, following the procedure. Have numbers already dotted out on clock so students only need to trace them. Or, have clocks pre-assembled for students to decorate.

Physically-handicapped: For a student with limitations in manipulating objects, masking tape plates to the table while the student is decorating them. Also use larger brads to assemble it.

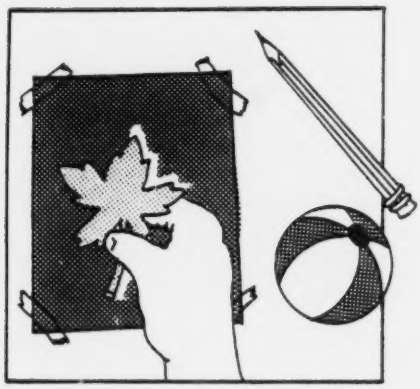
Speech-impaired: Model making the tick-tock sound with their tongue. Use a mirror to allow students to see their mouth and tongue positions.

Visually impaired: Provide a clock which has raised numbers for the student to feel. Call his/her attention to the sounds made by clocks. Have raised dots on paper plates for number positions and have holes punched to indicate where brads should go. Legs and hands can be pre-cut.

Enrichment Variations

1. Sing song, "Hickory-Dickory-Dock." Insert different times to make with clocks.

2. Have students pretend they are clocks and make different times with their hands on their own bodies.



LAP Item:
Language
No. 16
Names preferred object

Homemade Photos

Students will place chosen objects on treated photographic paper and expose them to sunlight to make a homemade photo.

Related Skills

Motor: To increase skill in grasping objects and setting them in a designated place.

Cognitive: To understand the concepts top and bottom.

Language: To tell the sequence of making a homemade photo.

Social: To share objects with peers.

Materials

One piece of Studio Proof paper per student (made by Kodak), assortment of small objects, large piece of paper, marker

Procedure

Motivator: Have students seated in the large group area. Present the assortment of small objects. Have students take turns coming to the front and choosing an object. Each time place the object on the large paper and trace its outline. Discuss the relationship of the outline to the object.

1. Take the students outside. Have each student choose one or more of the objects and tell its name.

2. Place a piece of Studio Proof paper on the sidewalk or ground for each student.

3. Have each student place his/her object(s) on top of the paper. Have students wash their hands after finishing the activity.

4. Leave paper outside in sunlight until impression can be seen. (Check regularly).

5. Remove objects. The students will then have a homemade photo impression of their objects.

6. Display.

Suggested Modifications

Hearing-impaired: Use objects that relate to hearing impairments.

Mentally-handicapped: Use objects which are familiar to the students such as crayons, scissors, paper clips, or rubber bands.

Physically-handicapped: Use large objects which are easier to grasp for the student with limited grasping.

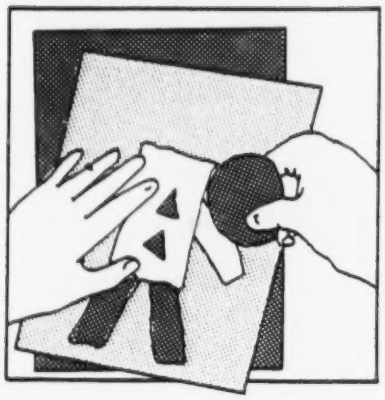
Speech-impaired: Make a game of giving sounds for each chosen object to increase articulation skills.

Visually impaired: Use a pencil to trace objects during motivator that will also make an impression around the object. After photo is made, outline pictures in glue so the student can feel impression.

Enrichment Variations

1. Make printed designs with various preferred objects with water-based paint on construction paper.

2. Make three dimensional collages of preferred objects using a unit theme such as kitchen objects, farm objects, holiday objects, etc.



LAP Item:
Language
No. 46
Tells a story using pictures

Shape-Land Adventures

Students will make a story book using construction paper shapes and take turns telling their stories to classmates.

Related Skills

Motor: To increase eye-hand coordination in manipulating scissors.

Cognitive: To recognize four basic shapes.

Language: To verbalize a make-believe story.

SociaV: To share individually made project with peers.

Materials

Large robot made of four basic shapes (circle, triangle, square, rectangle), scissors, construction paper, drawing paper for pages, crayons, markers, yarn, buttons, rice

Procedure

Motivator: Have students seated in the large group area. Present the robot and tell the students he is from Shape-Land. Give the robot a name. Have students take turns pointing to requested shapes which make the robot. Tell the students you want them to make a book about Shape-Land and the people who live there.

1. With students seated at tables, distribute scissors, drawing paper, construction paper, and other art supplies (you could provide shapes to trace if needed).

2. Have students use shapes and other art materials to construct pages of their Shape-Land Adventure book.

3. Write a Shape-Land story in each person's book, as dictated by student.

Suggested Modifications

Hearing-impaired: Have the student who wears a hearing aid sit near the place where students are telling their stories. Have other students speak through a portable microphone if available.

Mentally-handicapped: Use only one shape of different sizes for the activity. Encourage students to label the story books with one word or short phrases.

Physically-handicapped: Encourage the student to include his/her physical handicap in the book to help peers to understand similarities and differences of all people.

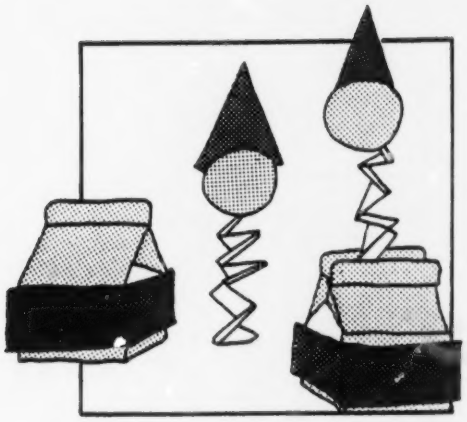
Speech-impaired: Allow the student who stutters ample time to tell his/her story.

Visually impaired: Make the robot out of textured wallpaper so the student can easily feel the various shapes. Precut shapes for the book out of textured wallpaper also.

Enrichment Variations

1. Choose an item in the room and have students make a story book about it, such as Erin Eraser, Penny Pencil, or Diamond Desk.

2. Make a class story about Shape-Land. Have students make large pictures out of paper mosaic to depict story.



LAP Item:
Language
No. 48
Follows 3-step direction in proper sequence

Holiday Paper

Students will blow different colors of paint through straws on butcher paper to create their own wrapping paper.

Related Skills

Motor: To increase skill in coordinating facial muscles to project air.

Cognitive: To understand the concept of mixing colors to get new colors.

Language: To name various colors including combinations made from other colors.

Social: To participate in doing an activity which will be a present for someone else.

Materials

Sample straw-painted wrapping paper, 15" pieces of butcher paper, variety of water-based paints, straws, plastic spoons

Procedure

Motivator: Have students seated in the large group area in a circle. Present the sample straw-painted wrapping paper and discuss its use. Using a large piece of butcher paper, a straw, and several colors of paint, demonstrate how paint can be blown over the paper for decoration. Discuss color combinations.

1. Set up a station approach as follows so students can work independently to make their own wrapping paper.

Station 1 - large piece of paper
Station 2 - straws
Station 3 - various colors of paint with a spoon in each container

2. Explain to the students that they are to get each item in sequence and make their wrapping paper.

Suggested Modifications

Hearing-impaired: Prepare visual cue cards demonstrating the 3-step procedure for making the wrapping paper.

Mentally-handicapped: Demonstrate the 3-step sequence individually for each student. Then have him/her do the project.

Physically-handicapped: For the student with limited facial muscle control, change activity into finger painting or use another object to do wrapping paper.

Speech-impaired: Model blowing techniques using a mirror to help the student see the formation of the mouth. If the mirror is cold, fog will appear on it when the student projects air correctly.

Visually impaired: Texture the paint with glitter and assist the student in maintaining awareness of the edge of the paper by using his/her hand to feel the paper's boundaries.

Enrichment Variations

1. Make other straw blowing projects and write stories about the designs made.

2. Use other objects to make printed wrapping paper, such as sponges or food.

LAP Item:
Language
No. 52
Names eight animals

The Zonky Zoo

Students will make Zonky Zoo collages by adding drawings on animal magazine pictures and telling the name of the animals in their collages.

Related Skills

Motor: To increase eye-hand coordination through cutting and drawing.

Cognitive: To understand the concept of a zoo and verbalize its purpose.

Language: To name parts of animal bodies.

Social: To participate in a make-believe group activity.

Materials

Animal magazine pictures, scissors, glue, markers, crayons, drawing paper

Procedure

Motivator: Have students seated in the large group area. Tell them they are going to pretend they are going to a Zonky Zoo where all the animals have gone zonkers and look funny. Tell students they will see animals of all different colors and shapes. Have students tell what they see and write the story on a large piece of paper for group language experience story. (You may want to substitute the letter Z in front of animal names such as zonkeys for monkeys, etc.)

1. Have students seated at tables.

2. Place animal pictures, glue, scissors, markers and crayons on tables. Have students make Zonky Zoo collage pictures by cutting and gluing at least 8 animal pictures onto drawing paper and adding parts to features of animals with markers and crayons.

3. Have students take turns sharing their Zonky Zoo pictures with peers and naming the animals on their pictures.

4. Display Zonky Zoo pictures in a zoo cage bulletin board with group story beside them.

Suggested Modifications

Hearing-impaired: Provide extra pictures of animal homes and other related concepts for students to use to visually tell his/her story about his/her Zonky Zoo.

Mentally-handicapped: Provide animal pictures to help students with story. Have students use same animals in collages.

Physically-handicapped: Provide yarn, glitter, or other substances which are easy to manipulate to use for zoo picture.

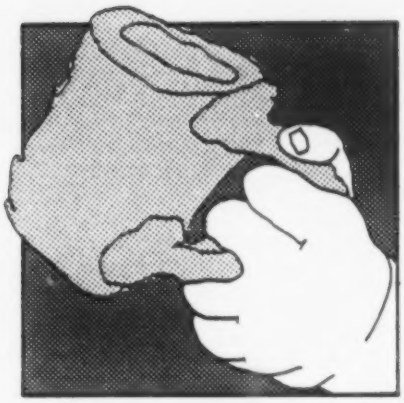
Speech-impaired: Model sounds for each animal in the story, calling attention to mouth and tongue positions.

Visually impaired: Present animal models to students and have him/her guess the animal. Then include those animals in story. Have animals in pictures outlined in dried glue. Use animals with obvious distinctions such as an elephant, leopard with spots, snake, or bird with wings spread.

Enrichment Variations

1. Make Zonky Zoo animals out of clay.

2. Have children dramatize Zonky Zoo story.



LAP Item:
Self-Help
No. 13
Holds cup by handle when drinking

Handmade Clay Cups

Students will make cups with handles out of clay and use them to drink liquids.

Related Skills

Motor: To increase skill in manipulating clay into desired shape.

Cognitive: To understand concepts of inside and outside.

Language: To verbalize meaning of three new words — kiln, glaze, clay.

Social: To share materials with peers.

Materials

Mug, cup, glass, plastic cup, rolling pin, dull blade knives (plastic), 25 lbs. of potter's clay, glazes, electric kiln, brushes to apply glaze, melted wax

Procedure

Motivator: Have students seated in the large group area. Present drinking vessels and discuss similarities and differences. Tell the children they are going to make their own cup. Discuss the process of making an item out of clay.

1. With students seated at tables, give each student a lump of clay the size of a tennis ball. Have the students knead the clay and make the exterior smooth.

2. Have students punch a hole in the middle of the ball.

3. Have students rotate clay as they make the hole larger and deeper to form a cup shape.

4. Give each student a small piece of clay to make a "snake" handle by rolling clay on the table. After handle is made, cut each end for evenness.

5. With knife or other tool, scratch lines on top and bottom of cup where handle ends will go. Place a drop of water on each spot.

6. Place each end of handle on cup (top first) and smooth into clay on cup.

7. Let cups dry for approximately four days.

8. Fire in electric kiln according to kiln instructions.

9. To glaze, dip bottom of cup in melted wax. Next, have students paint glaze on the rest of the cup. Set aside until dry.

10. Fire in electric kiln again according to kiln instructions.

11. Use cups for drinking after the second firing is completed.

Suggested Modifications

Hearing-impaired: Provide pictures to demonstrate the process of making a cup from clay.

Mentally-handicapped: Prepare clay in balls for each student ahead of time. Demonstrate each step and stop until each student is ready for the next step.

Physically-handicapped: For the student with limited hand movement, use molds for body of cup. Molds can be any cup turned upside down. Roll out a piece of clay ½" thick and let student shape clay over mold. Assist as needed.

Speech-impaired: Model the hard /c/ sound as in cup. Name the hard /c/ words such as cake, calf, cut, come, and care.

Visually impaired: Have student hold and explore a cup. Have premade ball of clay and snake of clay for student to use as a guide in making his/hers. Dip cup in wax for student.

Enrichment Variations

1. Make other dishes to go with cup.

2. Make other drinking vessels out of clay or another art form such as paper mache.

LAP Item:
Self-Help
No. 39
Buttons Front Buttons

Super Star Capes

Students will button and unbutton capes made out of cloth, decorate them with markers, and sew two buttons on the front for fastening the cape.

Related Skills

Motor: To increase skill in fine motor control of hands.

Cognitive: To understand the relationship of a button and hole to the concepts of in and out.

Language: To verbalize the sequence of making a cape with buttons.

Social: To take turns with peers in waiting for adult help.

Materials

One large piece of material approximately 36" x 36" per child, permanent markers, thread, needles, two large buttons per child, one assembled cape

Procedure

Motivator: Have students seated in the large group area. Show assembled super star cape to student. Have several students take turns putting it on and doing a movement such as hopping, pretend flying or skipping. Have rest of class join student leader. Call students' attention as to how to button and unbutton cape. (*CLOSE ADULT SUPERVISION IS NEEDED THROUGHOUT THIS ACTIVITY.*)

1. Have students go to tables and distribute precut material to each student.

2. Give markers to students and have them decorate capes.

3. Make spots for button holes and cut two buttonholes in top front part of cape.

4. Have students take turns sewing on buttons *with adult supervision.*

5. Students can then wear their super star capes!

Suggested Modifications

Hearing-impaired: Provide picture cards which demonstrate how to assemble the cape.

Mentally-handicapped: Precut holes for students and assist in sewing the buttons as needed.

Physically-handicapped: Use a larger needle and larger buttons.

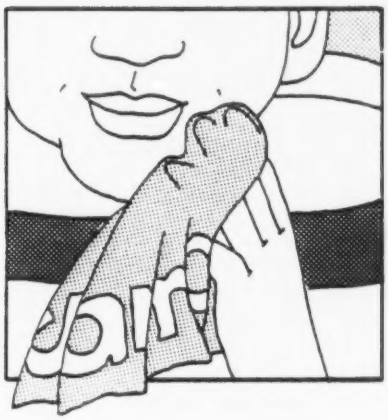
Speech-impaired: Model the */b/* sound in exaggeration. Make a game of saying the */b/* sound in different types of voices — loud, soft, tiny, big, gruff, etc.

Visually impaired: Have student use glitter to decorate his/her cape. Precut button holes. Assist student in sewing on buttons. To button cape, help student understand to use one finger to hold hole open until button is in place.

Enrichment Variations

1. Make button bears in which all body parts (legs, arms, head) can be buttoned and unbuttoned.

2. Have children stand in pairs and pretend one child is the button and the other the buttonhole. Act out buttoning and unbuttoning.



LAP Item:
Self-Help
No. 51
Uses napkin

Batik Name-kins

Students will make their own dye out of cranberries and use it to make batik napkins featuring their names.

Related Skills

Motor: To increase eye-hand coordination.

Cognitive: To understand the process of changing a food from one form into another.

Language: To name the letters of one's name.

Social: To work cooperatively with peers in a multi-staged activity.

Materials

Packages of cranberries, 2 large pots, large spoon, large tin can, hot plate, melted wax, brushes, muslin cut into 12" squares, iron, colinder, newpapers, assorted examples of cloth napkins with various types of decoration

Procedure

Motivator: Have students seated in the large group area. Present one napkin and ask the students to define the use of a napkin. Present the other napkins and discuss likenesses and differences. Tell the students they are going to make their own napkins. *(CLOSE ADULT SUPERVISION IS NEEDED THROUGHOUT THIS ACTIVITY.)*

1. Have students help with pouring cranberries into a pot of water. Boil the cranberries on hot plate for approximately 45 minutes.

2. Place colinder over top of other pot and pour the cranberry mixture into it. The liquid is the dye. Let it cool. Students should assist as much as possible.

3. Melt wax in large tin can on hot plate. Have students take turns writing their names in wax on the muslin with a brush.

4. After the wax has dried, have students dip their napkin into the cranberry dye. Hang to dry.

5. After napkin has dried, help students place their napkins between sheets of newspaper and iron until the melted wax is soaked up by the newspaper.

6. The batik napkins are ready to be used!

Suggested Modifications

Hearing-impaired: Before starting the activity, show the student what will happen and use cue cards or sign language to make sure the student understands that heat will be used and the need to be extra careful.

Mentally-handicapped: Have names predrawn in pencil on muslin for students to trace.

Physically-handicapped: For the student with limited muscle control, assign a student partner to help write the wax name and to assist in dying the napkin.

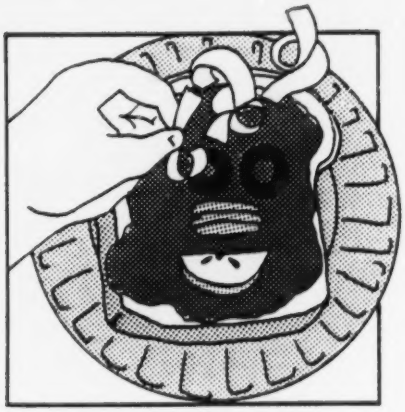
Speech-impaired: Model the */k/* sound in medial and final positions such as in the words napkins and batik. Have student help think of other words with a medial and final */k/* in them.

Visually impaired: Have wax names pre-drawn on muslin for students.

Enrichment Variations

1. Make a set of napkins for each person in the students' families.

2. Make napkins out of another material and write name on them with marker or decorate in some other way.



LAP Item:
Self-Help
No. 55
Prepares sandwich

Face-up

Students will make face sandwiches out of different types of food.

Related Skills

Motor: To increase skill in manipulating small objects of various textures.

Cognitive: To understand the relationship of facial features and be able to represent them in an abstract fashion.

Language: To name parts of the head.

Social: To participate in a group activity which includes sharing food.

Materials

One slice of bread for each student, peanut butter, coconut, raisins, apple wedges, berries, pineapple pieces, assorted nuts, plastic knives, several pictures of people's faces

Procedure

Motivator: Have students seated in the large group area. Present pictures of people's faces. Have students point to various facial parts.

1. With students seated at tables, give each student a piece of bread.

2. Have students spread peanut butter on the bread.

3. Place other foods on the tables in small containers and instruct the students to make face sandwiches. Encourage them to use their own face or a peer's face to see how to make it correctly.

4. When finished, students can eat their own face sandwich.

Suggested Modifications

Hearing-impaired: Demonstrate how to make a face sandwich naming and pointing to the various facial parts throughout the demonstration.

Mentally-handicapped: Provide a model face sandwich for students to refer to as needed.

Physically-handicapped: For the student with limited movement, provide a lap tray on which to make the sandwich. Place food items on tray one at a time.

Speech-impaired: Make the /f/ sound as in face. Use only foods that begin with /f/ to make the sandwich such as figs, fish, fondant, and flounder.

Visually impaired: Place foods in small containers in a semicircle around the bread and have student feel each food item before beginning the activity.

Enrichment Variations

1. Make sandwiches around a specific theme such as using foods that are the same color or begin with the same letter.

2. Make sandwiches of various shapes: triangles, squares, circles, or rectangles.

LAP Item:
Personal/Social
No. 13
Listens "attentively" to stories

Harold and the Purple Crayon

Students will listen to the story "Harold and the Purple Crayon" and draw a picture of Harold and one of the places he visited with a purple crayon.

Related Skills

Motor: To increase skill in manipulating and grasping a writing tool.

Cognitive: To increase skill in comprehending details of a story.

Language: To increase skill in naming colors.

Social: To take turns playing a game with other students.

Materials

Book "Harold and the Purple Crayon," 18" x 24" paper, purple crayons, grab bags of objects most of which are purple and some assorted colors

Procedure

Motivator: Have students seated in the large group area. Present purple grab bag of items, calling students' attention to the color purple. Have students take turns pulling out objects and tell whether or not they are purple.

1. Read book "Harold and the Purple Crayon." Stop periodically and ask students questions about the book.

2. Have students seated at tables. Give each student one purple crayon and a piece of paper.

3. Have students draw Harold and one of the places he visited.

4. Label items in the pictures and display.

Suggested Modifications

Hearing-impaired: Show student pictures in the book and sign key words or phrases of the story.

Mentally-handicapped: Read part of the book and have the students draw Harold only.

Physically-handicapped: For the student with limited grasping skill, use wristband as needed to assist in drawing pictures.

Speech-impaired: Model clear and relaxed reading. Provide the student who stutters time without interruptions to tell about Harold's adventures.

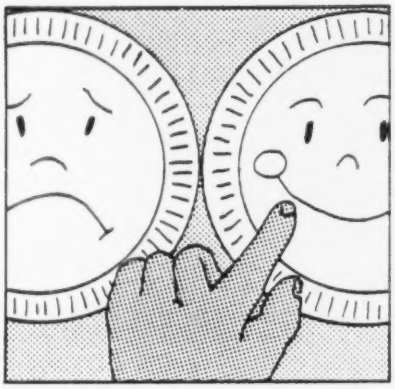
Visually-impaired: For the partially impaired student, present items that are visually purple (grapes, violets, etc.) and have student feel, smell, or taste them. Discuss how these items look with the students.

Enrichment Variations

1. Make individual "Harold and the Purple Crayon" booklets of different scenes in the story.

2. Make pictures out of other media (finger paint, markers, chalk).

3. Make purple Harolds out of purple home-made playdough.



LAP Item:
Personal/Social
No. 34
Names 2 emotions

Happy and Sad

Students will make paper plate masks which represent the emotions happy and sad.

Related Skills

Motor: To increase skill in manipulating scissors and squeezing glue bottle appropriately.

Cognitive: To understand the concept of happy and sad.

Language: To tell the definitions for the emotions happy and sad.

Social: To participate in a group lesson which requires taking turns.

Materials

Paper plates (2 per student), scissors, glue, yarn, crayons, approximately 6-10 pictures of happy people and sad people cut out of old magazines, large happy and sad faces out of construction paper

Procedure

Motivator: Have students seated in large group area. Present the large construction paper happy and sad faces. Discuss what makes people feel happy and sad. Place magazine pictures face down beside faces. Have students take turns choosing a picture, telling if it is happy or sad, and placing on the appropriate face.

1. Have students seated at tables.

2. Give each student two paper plates, scissors, yarn, crayons, and glue.

3. Have students make one happy face and one sad face using yarn and crayons to make the features. Encourage students to make as many facial features as possible (eyes, nose, mouth, eyebrow, ears).

4. Punch holes in sides and secure yarn ties which will hold the mask on the student's head.

5. Afterwards, have student dramatize the emotions happy and sad using their masks.

Suggested Modifications

Hearing-impaired: Have students learn to sign words for happy and sad. Have student make facial expression for each emotion when signing the word.

Mentally-handicapped: Streamline masks projects to include eyes, nose, and mouth. Make sure mouths reflect the two emotions.

Physically-handicapped: For a severely handicapped student with limited verbal skills, have a happy and sad face he/she can hold up to answer which face he/she sees the group leader presenting during the motivator.

Speech-impaired: Encourage and model voice inflections to represent a happy voice and sad voice.

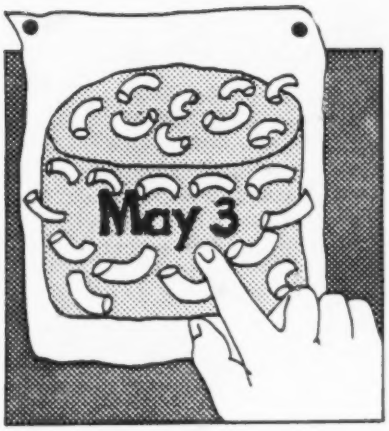
Visually-impaired: Have student feel a person's face when happy and make his/her face look happy. Repeat for sad. Use yarn and beans for mask face. Encourage child to feel spatial distance between features on his/her face and then on masks.

Enrichment Variations

1. Sing the song "If You're Happy" doing various emotions and body movements.

2. Put on a play using happy and sad masks.

3. Make masks out of paper bags.



LAP Item:
Personal/Social
No. 35
Tells birthday

Happy Birthday!

Students will make birthday cakes out of colored macaroni and spaghetti. Students will take the birthday cake home when they can say their birthdate without assistance.

Related Skills

Motor: To increase ability to manipulate small objects.

Cognitive: To understand the concept of birthday and name celebrations associated with birthday.

Language: To tell birth date from memory.

Social: To increase skill in sharing materials with peers.

Materials

Picture of birthday cakes, containers of 3-5 colors of various shapes and sizes of macaroni and/or spaghetti (they can be dyed with food coloring or Easter egg dyes), glue, cardboard approximately 8½" x 11½" (Optional: the cardboard could be pre-cut into the shape of a cake)

Procedure

Motivator: Have students seated in the large group area. Show the students pictures of birthday cakes. Discuss why we celebrate birthdays, whether everyone has one, how we can celebrate them, etc. Have students discuss the decorations on the cakes. Call their attention to repeated patterns and sections of same colors.

1. Have students seated at tables. Give each student a piece of cardboard.

2. Put glue and containers of colored macaroni and spaghetti on the tables.

3. Have students create their own birthday cakes with the colored pasta. Encourage students to use repeated patterns or sections of the same type of colored pasta to create a birthday cake appearance. Print birthdates on each student's cake at the top of the cardboard.

4. Display birthday cakes and have students take them home when they memorize their birthdays.

Suggested Modifications

Hearing-impaired: Have students learn to sign the word birthday and his/her birthdate.

Mentally-handicapped: Make a sample cake using 2-3 different colors of pasta. Draw design on student's cake like example and have him/her make patterned cake.

Physically-handicapped: Pre-cut cardboard into cake shapes. Place materials on a tray for closer proximity to objects.

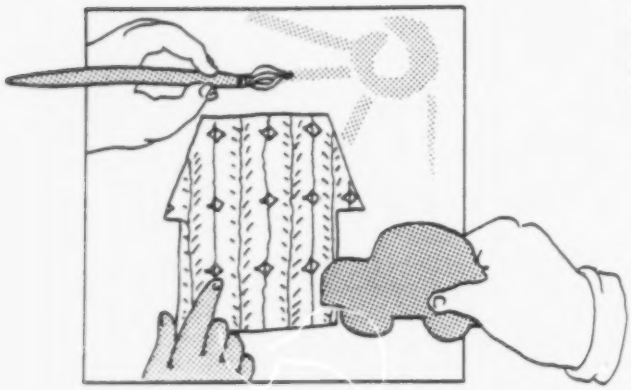
Speech-impaired: Focus on air flow while pretending to blow out birthday candles.

Visually-impaired: Provide a piece of cake for the student to taste, touch and smell. Pre-cut cardboard in the shape of a cake.

Enrichment Variations

1. Play birthday songs and do movements to them.

2. Use other materials to make cakes such as beans, sand, styrofoam packing.



LAP Item:
Personal/Social
No. 39
Works in small group

In The City

Students will divide into small groups and help make items for a mural about the city.

Related Skills

Motor: To increase skill in manipulating and grasping scissors and paintbrushes.

Cognitive: To increase associations of unlike objects which represent a broad concept.

Language: To be able to answer questions about objects which are found in a city.

Social: To work together in small groups to make a class project.

Materials

Wallpaper, construction paper, a large sheet of blue bulletin board paper, glue, crayons, scissors, water-based paints in brown, green, and black, paintbrushes, (optional: tracing patterns of cars, airplanes, buses, trucks and vans), pictures of the city

Procedure

Motivator: Have students seated in the large group area. Show students pictures of the city and discuss what they see (buildings, vehicles, roadways, sounds of city).

1. Divide students into three groups:

Group One - Give students paint brushes and paints.
Group Two - Give students wall paper books and scissors.
Group Three - Give students construction paper, crayons, and scissors (optional: training patterns if desired).

2. Group leader supervises mural paper and placement of items on mural.

3. Have groups make items as follows:

Group One - Students paint grass, trees, and roads on mural.
Group Two - Students cut different sized squares, rectangles, and triangles for buildings.
Group Three - Students make and cut out vehicles (cars, trucks, buses).

4. As students finish various tasks, group leader helps students place items on mural to make a city scene. Display.

Suggested Modifications

Hearing-impaired: Have student seated so he/she can clearly see pictures and point to items as named. Sign names of items if appropriate.

Mentally-handicapped: Streamline activity to include fewer vehicles and buildings. Have patterns for buildings and vehicles. Have outline of patterns traced on mural so the student can match his/her item on the mural.

Physically-handicapped: Provide supports with wedges or bolsters for painting mural.

Speech-impaired: Expand the student's answers who has limited sentence structure by repeating his/her sentence in more complete sentences.

Visually-impaired: Present vehicles, building models, and recording of city sounds for the student to explore with his/her other senses. Have student feel entire length of mural to get a spatial sense of the activity.

Enrichment Variations

1. Do mural of other subject matters (seasons, desert, seashore, country, farm, post office).

2. Act-out "Going to the City" as a participation story.

3. Make 3-D city out of different sizes of empty cartons and boxes.

LAP Index

Listed below are developmental skills from the *Revised LAP* which have been included in *Creative Experiences*. The skills are listed in numerical order in seven developmental areas.

To use the index, refer to the developmental heading and locate the LAP skill number. If an activity was developed for the LAP skill, its location in one of the four sections will be indicated. For example, the Gross Motor, LAP Skill Number 38, "Touches Toes" has an activity in the Creative Movement section.

Gross Motor

No. 10 Climbs into box ..... Drama
No. 13 Walk on line ..... Creative Movement
No. 14 Walks on tiptoes ..... Visual Arts
No. 22 Carries cup of water ..... Visual Arta
No. 23 Walks on circular line ..... Creative Movement
No. 25 Hops on one foot ..... Drama
No. 27 Gallops ..... Creative Movement
No. 29 Catches ball ..... Music
No. 32 Climbs ladders ..... Visual Arts
No. 38 Touches toes ..... Creative Movement
No. 41 Swings legs ..... Music
No. 45 Jumps backwards ..... Drama
No. 49 Stands on one foot ..... Drama
No. 50 Jumps and turns ..... Music
No. 55 Jumps rope ..... Visual Arts

Fine Motor

No. 10 Builds tower ..... Music
No. 12 Wiggles thumbs ..... Creative Movement
No. 13 Stirs liquid ..... Drama
No. 15 Uses tongs ..... Visual Arts
No. 17 Strings beads ..... Music
No. 22 Makes a clay ball ..... Creative Movement
Visual Arts
No. 25 Moves fingers opposite thumb ..... Creative Movement
No. 26 Puts small objects in bottle ..... Visual Arts
No. 28 Completes three-piece puzzle ..... Visual Arts
No. 30 Cuts line ..... Music
No. 34 Makes objects with clay ..... Drama
No. 35 Winds thread onto spool ..... Music
No. 36 Cuts squares ..... Creative Movement
No. 37 Inserts letter into envelope ..... Drama
No. 41 Cuts out magazine pictures ..... Drama

Pre-Writing

No. 8 Paints lines, dots, circles ..... Visual Arts
No. 9 Pencil grip ..... Music
No. 10 Imitates H stroke ..... Creative Movement
No. 12 Imitates cross ..... Drama
No. 13 Copies V ..... Visual Arts
No. 16 Finger painting ..... Music
No. 17 Paints pictures ..... Drama
No. 18 Traces diamond ..... Drama
No. 20 Finger painting ..... Drama
No. 21 Paintbrush grip ..... Creative Movement
No. 23 Draws person 2-body parts ..... Creative Movement
No. 26 Paints pictures ..... Music
No. 29 Draws person 6-7 body parts ..... Visual Arts
Music
No. 33 Writes numbers 1-9 ..... Creative Movement
No. 35 Prints whole name ..... Visual Arts

Cognitive

No. 20 Points to small squares ..... Visual Arts
No. 23 Names familiar melody ..... Music
No. 26 Matches four colors ..... Visual Arts
No. 28 Points to rough and smooth textures ..... Visual Arts
No. 29 Discriminates verbal absurdities
by answering questions ..... Creative Movement
No. 38 Points to pictures of daytime and nighttime ..... Drama
No. 44 Imitates tapping pattern ..... Creative Movement
Music
No. 52 Names four colors ..... Drama
No. 58 Points to picture of last in line ..... Drama
No. 63 Arranges shapes in order
from smallest to largest ..... Creative Movement
No. 64 Describes the weather ..... Drama
No. 74 Dials a written telephone number ..... Music
No. 82 Tells time on the hour ..... Creative Movement
Music
No. 89 Names seven days of the week ..... Music

Language

No. 16 Names preferred object ..... Visual Arts
No. 20 Says (or sings) nursery rhyme or song .... Creative Movement
Music
No. 21 Answers one question regarding physical needs ..... Drama
No. 27 Responds to how and where questions ..... Drama
Music
No. 30 Pantomimes definitions of words ..... Drama
No. 34 Uses prepositions ..... Creative Movement
No. 37 Requests one item from store clerk ..... Drama

No. 43 Points to eight body parts ..... Creative Movement
No. 46 Tells a story using pictures ..... Visual Arts
No. 47 Rhymes words ..... Music
No. 48 Follows three-step direction in proper sequence .. Visual Arts
No. 52 Names eight animals ..... Visual Arts
No. 53 Points to left and rights sides of body ..... Music
No. 54 Follows right and left double directions .. Creative Movement

Self-Help

No. 11 Hangs clothing on hook ..... Drama
No. 13 Holds cup by handle when drinking ..... Visual Arts
No. 19 Unties and removes shoes ..... Creative Movement
No. 23 Puts on shoes (often on incorrect feet) ..... Drama
No. 25 Brushes teeth ..... Drama
No. 26 Walks to classroom from
bus/play area following adult ..... Creative Movement
No. 33 Puts on socks ..... Creative Movement
No. 34 Zips non-separating zipper ..... Music
No. 39 Buttons front buttons ..... Visual Arts
No. 40 Puts on shoes (on correct feet) ..... Music
No. 41 Laces shoes ..... Drama
No. 42 Dresses completely with assistance ..... Music
No. 43 Brushes teeth without assistance ..... Creative Movement
No. 48 Washes and dries face ..... Music
No. 51 Uses napkin ..... Visual Arts
No. 55 Prepares sandwich ..... Visual Arts

Personal/Social

No. 7 Responds to initial greeting ..... Creative Movement
Music
No. 8 Sits in circle and joins group
in imitating leader ..... Creative Movement
No. 11 Shares toys ..... Music
No. 12 Takes turns ..... Drama
No. 13 Listens "attentively" to stories ..... Visual Arts
Creative Movement
No. 18 Performs for others ..... Drama
No. 23 Participates in dramatic make-believe play ..... Drama
No. 29 Tells street name in address ..... Drama
No. 34 Names two emotions ..... Visual Arts
No. 35 Tells birthday ..... Visual Arts
Music
No. 39 Works in small groups ..... Visual Arts
No. 40 Dances a pattern in a group ..... Creative Movement

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